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ABSTRACT

This third volume of a curriculum guide for use in vocational home economics programs in Louisiana is intended for adults and out-of-school youth. Learning activities focus on basic and advanced experiences in clothing and textile subject matter. Topics covered in the unit are the following: social-psychological aspects of clothing, personal appearance, textiles, economic aspects of clothing, clothing care, careers in clothing and textiles, and clothing construction skill development. Each topic is complete with content, student learning activities, and resources. A complete topical outline for all levels is included in the initial pages of each volume of the guide, while topical outlines for each level precede the materials for that specific level. Student competency-based objectives are included for each topic and some suggested student learning activities are given with the content under each topic and subtopic. Teacher and student resources--such as bulletins, pamphlets, audiovisual materials, and state-approved textbooks--are suggested for each topic and subtopic. An appendix to the guide contains a list of supplementary materials with complete reference information and a brief description of the materials, bulletin board ideas, and teaching supplements. (KC)

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

BULLETIN 1700

CLOTHING AND TEXTILES CURRICULUM GUIDE

VOLUME III

for

Vocational Home Economics Programs
(Adults and Out-of-School Youth)

Issued by

Office of Vocational Education
N. J. Stafford, Jr., Ed.D.
Assistant Superintendent

J. KELLY NIX
State Superintendent

1983

CE036248

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FOREWORD

The Clothing and Textiles Curriculum Guide is a vital part of the overall revision of curricula for Louisiana Vocational Home Economics Programs.

Dr. Betty C. Harrison, teacher educator, Department of Vocational Home Economics Education in the School of Vocational Education, Louisiana State University, Baton Rouge, served as director of this curriculum development project. Significant contributions were also made by Mrs. Claudette Simoneaux, research associate for the project, and Mrs. Carole Nola, project secretary. The State Department of Education appreciates the concentrated and collective efforts of these professionals.

The unique contributions of the project advisory council, secondary vocational home economics teachers and other field reviewers, LSU VHEE graduate students, and a skillful professional consultant are also appreciated.

J. KELLY NIX
State Superintendent of Education

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The Clothing and Textiles Curriculum Guide is the result of a two-year project conducted by Louisiana State University, School of Vocational Home Economics Education, and funded by the Office of Vocational Education, Louisiana State Department of Education.

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Acknowledgements are extended to Dr. Charlie M. Curtis, director, School of Vocational Education, and to Dr. Neva F. Olsen, director, School of Home Economics, Louisiana State University, for their support of this project.

Faculty and staff in each of the schools provided additional support to the project personnel.

Special recognition goes to Dr. Betty C. Harrison, project director; Mrs. Claudette Simoneaux, research associate; and Mrs. Carole Nola, project staff, all of whom worked as a team in developing this guide at Louisiana State University. Personal dedication and sacrifice plus established standards for excellence were exemplified in the development of this guide.

Valuable assistance was provided by the project advisory council, graduate students at LSU in VHEE, in-state field reviewers, and an out-of-state consultant, Ms. Patricia Lindley of the Texas Education Agency in Austin. The research base upon which the guide was developed involved vocational home economics teachers throughout Louisiana, vocational home economics program representatives throughout the nation, and clothing specialists with the cooperative extension service in each state.

To all persons who made contributions to the Clothing and Textiles Curriculum Guide, sincere thanks are expressed.

N. J. Stafford, Jr., Ed.D.
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Project personnel were responsible for the administration and the facilitation of the curriculum development project, project reporting, and the final product.

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The consultant provided content expertise for the guide components and monitored and appraised work of the curriculum development. The consultant brought to the project experience in secondary teaching, master level clothing and textiles university work, research, and competency-based curriculum development.

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In-State Field Reviewers

In response to a request by project personnel, representatives from vocational home economics teachers in the parish and city systems were recommended by local administrators to be field reviewers for the project. The charge to the reviewers was to critique the prepared materials and submit suggestions for improving the curriculum guide.

Below are the names of the Louisiana vocational home economics teachers who served as field reviewers.

Name of Individual	School	City
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Louisiana State University Graduate Assistants in Vocational Home Economics Education who helped the project personnel during the time the guide was being developed included:

Diane White (1981)

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Victoria Arku (1981-82)

Dolores Sterling (1982-83)

Felecia Eghan (1982-83)

The participants in the LSU VHEE PIPS Workshop, "Teaching Clothing Apparel and Textile Products," held during 1981-82, critiqued and contributed ideas for the presentation of the final document.

Name of Participants	Parish
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Some graduate students enrolled in VED VHEE classes contributed ideas and information for the guide.

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RATIONALE

During recent years there has been a surge of interest in vocational home economics curriculum development. According to Spitze (1977) curriculum must change along with the societal changes if the profession is to continue to assist individuals to survive in an ever-changing world. Faced with changing families, diverse populations, and national concerns, educators perceived a need to modernize the clothing and textiles curriculum guide for secondary home economics teachers in Louisiana.

Clothing and textiles are a basic need of all persons. Changing conditions and life-styles affect the means by which this need is satisfied. Providing vocational home economics program participants with diverse opportunities for improving decision making, clothing and textiles consumption and care, or entering and advancing in employment at home and the marketplace can enhance the knowledge base, skill development, and attitudinal adjustments of those individuals. Preparing persons for today and tomorrow must be considered when developing curricula to expand years and constant change as well as diverse populations and ages. Seven areas of focus needed in clothing and textiles evolved from the research for this project. The areas are (1) Social-Psychological Aspects of Clothing, (2) Personal Appearance, (3) Textiles, (4) Economic Aspects of Clothing, (5) Clothing Care, (6) Careers in Clothing and Textiles, and (7) Clothing Construction Skill Development. Each of the areas appears to be necessary for the general preparedness of youth and/or adult program participants. However, limited availability of clothing and textiles curriculum guides in America was found. An eagerness to obtain this work was expressed from many areas of the country. The focus for study in clothing and textiles must be relevant to today but adaptable for tomorrow. Therefore, individuals responsible for classroom study must keep current, remain flexible, and willingly adjust classroom opportunities for students to enter and competently exit the program.

A primary goal in using the research base mentioned above in this curriculum development project was to help the classroom teacher. The intent is for the material to be used as a guide and not to delimit the creativity and enthusiasm of the teacher and/or program participant.

The format of the guide allows independent use of topics, objectives, content, student learning experiences, resources, and supplementary materials. The division of levels is for facilitating use of the guide. Orientation of the guide is aimed at relating learning opportunities in clothing and textiles to both consumer and homemaking activities and wage-earning aspects of vocational home economics programs.

ABOUT THE GUIDE

This Clothing and Textiles Curriculum Guide was designed for efficient use by teachers in vocational home economics programs. The preparation of the guide began in 1981, and it was completed in 1983.

A group of persons active in the field of clothing and textiles or a related area was asked to serve in an advisory capacity to the project personnel. The committee members from secondary and university teaching, research, extension, business, administration, and private enterprise freely gave of their time and expertise. Needs were appraised, guidelines suggested, reviews performed, and general counsel provided throughout the project.

A survey was conducted by the project personnel to assess needs and identify priorities for subject matter content at various program levels. Selected home economics teachers from each of the 64 parishes and two city school systems plus the advisory committee responded. Concepts to be addressed and the degree of emphasis for those concepts were evaluated. Inquiries were made to all offices of Vocational Home Economics and to all Cooperative Extension Offices in the United States. Based on these findings, a topical outline was prepared.

Some PIP and Summer workshops provided opportunities for topical outline revision, guide components and format ideas, teaching content information, ideas for student learning experiences, and identification of resources on selected topics.

Seven major categories evolved from the research:

- --Social-Psychological Aspects of Clothing
- --Personal appearance
- --Textiles
- --Economic Aspects of Clothing
- --Clothing Care
- --Careers in Clothing and Textiles
- --Clothing Construction Skill Development

The topics within the above areas are organized into five levels. Some of the topics are included in more than one level, and the topical outline illustrates the distribution of the topics throughout the guide. The guide has been divided into three volumes to facilitate distribution of the guide to teachers with programs for junior high schools with grades 6 through 8, senior high schools with grades 9 through 12, and out-of-school youth and adults.

Clothing and Textiles--Volume I

This volume includes Level I for entry level students in grades 6 through 8. Topics from Level I may be included in Exploratory Homemaking, an approved elective offering for students in grades 6 through 8. The wide range of topics permits the selection of appropriate learning activities to meet the needs of students in these grades.

The unit may be limited to nonlaboratory learning experiences, or the unit may include a simple construction project, if students have access to a clothing laboratory. The teacher is not expected to include all of the topics and learning activities presented in this volume.

Clothing and Textiles--Volume II

The second volume includes Levels II, III, and IV. These levels focus on the secondary program for students in grades 9 through 12.

Level II is designed for use as the six- to eight-week unit on clothing and textiles in Consumer-Homemaking I, a comprehensive home economics course for students in the ninth and tenth grades. If students have access to a clothing laboratory, the unit may include the construction of a simple garment, such as pants, shorts, or a skirt, and/or a set of samples illustrating basic construction techniques.

Level III is designed for use as the clothing and textiles unit in Consumer-Homemaking II, a comprehensive home economics course for students who are in grades 10 through 12 and who have completed Consumer-Homemaking I. Students should have access to a clothing laboratory, and the unit should include the development of clothing construction skills necessary for the completion of a simple blouse or shirt with set-in sleeves and a collar.

Level IV includes two one-semester courses lasting 18 weeks for students in grades 10 through 12. The topics under IV-A in the topical outline are for the nonprerequisite semester course in Clothing and Textiles. The selection of topics for this course should include consideration of the students' previous experiences in clothing and textiles. Students who have completed Consumer-Homemaking II should not enroll in this semester course, because the major topics included in Consumer-Homemaking II are also included in the nonprerequisite semester course. Topics in clothing construction skill development should be included in the nonprerequisite semester course in Clothing and Textiles. The topics are not repeated, however, and the teacher is required to refer to Levels II and III for appropriate learning experiences in clothing construction.

Level IV also includes topics for the semester course entitled Advanced Clothing and Textiles. These topics are identified under IV-B in the topical outline. Students are required to complete the nonprerequisite semester course in Clothing and Textiles or Consumer-Homemaking I and II prior to enrolling in the advanced semester course.

Clothing and Textiles--Volume III

The third volume includes Level V for adults and out-of-school youth. Learning activities focus on basic and/or advanced experiences in clothing and textile subject matter to meet the needs of participants.

Scope and Sequence

Topics are in sequential order for each category at each level. Each topic is complete with content, student learning activities, and resources. This format allows for rearrangement as deemed appropriate within the levels. All topics are not expected to be included at each level in each program in the State. Selection of the topics for entry-exit competencies of the participants should be within the scope and time frame recommended by the Home Economics Section.

A complete topical outline for all levels is included in the initial pages of each volume of the guide. Topical outlines for each level precede the materials for that specific level. Adhering to the general provisions of the outlines can ensure better articulation and greater achievement.

Student competency-based objectives are included for each topic and/or sub-topic. Each objective indicates specific behavior expected under the conditions identified. The acceptable level of accuracy for each objective will need to be determined by the teacher and/or school system.

The detailed, outlined content area for each topic and/or sub-topic is intended to guide the teacher's presentation of a common body of knowledge. Teachers should feel free to add, delete, or adjust the information provided in the guide according to the needs, interests, and abilities of their students.

Some suggested student learning activities are given with the content under each topic and/or sub-topic. The activities were planned to coincide with the content being presented. Teachers are encouraged to add other unique teaching-learning strategies for the achievement of the objectives stated in the guide. Some ideas for FHA/HERO projects and ideas for special needs students are also included.

Teacher and student resources are provided for each topic and/or sub-topic. Textbooks related to clothing and textiles are those listed in Louisiana State Adopted Textbooks and Materials, 1982. Selected resources include bulletins, pamphlets, and audio-visual materials available for use by the teacher and student.

A listing of supplementary materials is provided in the appendix of each volume of the guide. Included is complete reference information with a brief description of the materials. Bulletin board ideas and teaching supplements are also included.

Reviews

An out-of-state field consultant analyzed the developed plan, provided direction and suggestions for improvement, and reviewed the materials for accuracy, progressiveness, and sound practice in the clothing and textiles content area for home economics programs.

Statewide review of the curriculum materials was done by representative local home economics teachers. Each city and/or parish system was invited to participate in the review. Ideas and suggestions for improvement were considered and incorporated where feasible.

The guide was submitted to the Louisiana Department of Education for approval prior to the printing for widespread distribution.

The Clothing and Textiles Curriculum Guide is just that--a guide--not an all-encompassing end but a beginning for those who use it.

CLOTHING AND TEXTILES TOPICAL OUTLINE

Topics	Levels*/Page Numbers					
	I	II	III	IV-A	IV-B	V
I. SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING						
A. Functions of clothing	001	---	---	001	---	---
B. Effects of clothing on the individual	003	---	---	003	---	---
C. Impressions created by clothing	005	---	---	005	---	---
D. Historical influences on clothing	---	---	---	---	083	---
E. Societal factors affecting clothing	---	---	---	---	085	---
F. Fad, fashion, style	---	---	001	---	087	---
G. Values and life cycle	---	---	---	---	---	001
H. Art principles (color)	007	001	---	007	---	---
1. Color (terminology)	007	---	---	---	---	---
2. Basic color harmonies	---	001	---	---	---	---
3. Color (effects on personal coloring)	009	003	---	---	---	---
4. Color (guidelines for selecting and combining)	---	---	---	007	---	---
I. Art principles (line and design)	---	005	---	009	---	---
1. Lines (basic)	---	005	---	---	---	---
2. Lines (effects)	---	---	---	009	---	---
3. Design (principles of)	---	007	---	---	---	---
4. Design principles and wardrobe coordination	---	009	---	---	---	---
II. PERSONAL APPEARANCE						
A. Posture	011	---	---	---	---	---
1. Advantages of good posture	011	---	---	---	---	---
2. Self sustaining rules	013	---	---	---	---	---
3. Maintenance of body position	017	---	---	---	---	---

* Level I - Exploratory Homemaking
Level II - Consumer-Homemaking I
Level III - Consumer-Homemaking II
Level IV-A - Clothing and Textiles, nonprerequisite semester course
Level IV-B - Advanced Clothing and Textiles, semester course
Level V - Classes for adults and out-of-school youth

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
B. Skin care	019	---	---	---	---	---
1. Skin and care products	019	---	---	---	---	---
2. Cosmetics	023	---	---	---	---	---
C. Hair	025	---	---	---	---	---
1. Hair care--condition, products, schedules, problems	025	---	---	---	---	---
2. Hair styles	028	---	---	---	---	---
D. Figure (body shapes)	---	---	003	---	---	---
E. Total look	031	011	005	011	---	---
1. Health habits	031	---	---	---	---	---
2. Type of accessories	033	---	---	---	---	---
3. Accessory use in wardrobe	---	---	005	---	---	---
4. Function, selection, and care of accessories	---	---	---	011	---	---
5. Suitability of and general guidelines for accessories	---	011	---	---	---	003
6. Foundation garments	---	---	007	---	---	---
III. TEXTILES						
A. Fibers	035	013	009	017	089	---
1. Use and care	035	---	---	---	---	---
2. Classification	---	013	---	---	089	---
3. Characteristics	---	---	009	017	---	---
B. Yarns (classification)	---	---	---	---	093	---
C. Fabric construction	---	---	012	020	095	005
1. Woven fabrics	---	---	012	020	---	005
2. Basic weaves (plain, satin, twill)	---	---	---	---	095	016
3. Complex weaves	---	---	---	---	098	---
4. Knitted (selection, sewing)	---	---	015	023	---	011
5. Knitted (types, characteristics)	---	---	---	---	101	008
6. Matted, bonded/ interlocking, braided, knotted, twisted, or looped	---	---	---	---	104	013
D. Design	---	---	---	---	107	024
1. Dyeing	---	---	---	---	107	024
2. Characteristics and methods of printing design	---	---	---	---	109	026

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
3. Selection and kinds of surface designs	---	---	---	---	111	028
E. Fabric finishes (aesthetic and functional finishes	---	---	017	025	---	019
F. Fabric selection	039	---	---	---	---	---
IV. ECONOMIC ASPECTS OF CLOTHING						
A. Decision making (needs, wants, money)	043	---	---	031	---	---
B. Wardrobe planning	047	017	---	035	---	---
1. Situation and need	047	---	---	035	---	---
2. Special wants, inventory	051	---	---	039	---	---
3. Care requirements	055	---	---	---	---	---
4. Resources available	---	017	---	---	---	---
5. Clothing for the teenager	---	019	---	---	---	---
C. Shopping for clothing	057	---	023	043	133	---
1. Pre-determined goals	057	---	---	---	133	---
2. Quality indicators	---	---	023	043	---	---
3. Places and time to buy	---	---	---	047	---	---
4. Comparison shopping	---	---	027	051	---	---
D. Accepting consumer responsibilities	059	029	029	053	---	---
1. Sources of consumer information	059	---	---	053	---	---
2. Advertising	---	---	---	055	---	---
3. Labels	---	031	---	057	---	---
4. Basic rights	---	029	---	061	---	---
5. Complaints	---	---	029	063	---	---
6. Federal Trade Commission	---	035	---	---	---	---
E. Family clothing	---	---	---	---	113	030
1. Values and life cycle	---	---	---	---	113	---
2. Selection and features of children's clothing	---	---	---	---	115	030
3. Children's clothing--measuring and sizing, workmanship, buying tips	---	---	---	---	118	033
4. Men's clothing	---	---	---	---	121	036
5. Women's clothing	---	---	---	---	125	039
6. Older person's clothing	---	---	---	---	127	041
7. Special needs	---	---	---	---	131	---

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
F. Extending clothing resources	061	021	031	065	135	043
1. Repairs	---	021	---	---	---	051
2. Terms used with recycling clothing	061	---	---	---	---	---
3. Steps in recycling garments	---	---	---	---	---	---
4. Minor and other changes in recycling garments	---	---	---	---	135	---
5. Recycling an item of clothing	---	---	---	---	137	---
6. Alteration of ready-to-wear, upgrading the quality of ready-to-wear, altering ready-made garments	---	---	031	065	---	043
7. Alteration of custom-constructed clothes	---	---	---	---	139	046
G. Energy needs (factors affecting thermal comfort while using clothing to save energy, conserving energy while sewing, effect of energy on future wardrobe)	---	---	---	---	141	048
V. CLOTHING CARE						
A. Plan for care of clothing	065	---	---	---	---	---
B. Storage principles and procedures	067	---	---	---	---	---
C. Home laundering	---	037	035	069	145	054
1. Procedures	---	037	---	069	---	---
2. Equipment	---	---	---	---	145	---
3. Space	---	---	---	---	148	---
4. Products	---	---	---	---	150	---
5. Stain removal	---	---	035	073	---	054
D. Commercial care	---	---	---	---	155	058
1. Laundering, alteration/repairs	---	---	---	---	155	058
2. Dry-cleaning	---	---	---	---	157	---
VI. CAREERS IN CLOTHING AND TEXTILES						
A. Job and career opportunities in clothing and textiles	071	---	---	---	---	---
B. Personal qualifications	---	041	---	---	---	---

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
C. Job acquisition skills	---	---	039	077	---	---
D. Advancement possibilities	---	---	---	---	161	---
E. Leadership development in clothing and textile careers	---	---	---	---	163	---
VII. CLOTHING CONSTRUCTION SKILL DEVELOPMENT						
A. Sewing equipment	073	043	043	*	167	---
1. Selection, use, and care of small equipment	073	043	---	*	---	---
2. Use of sewing equipment (sewing machine)	077	047	---	*	---	---
3. Selection of large equipment (sewing machine)	---	---	043	---	167	---
4. Care of large equipment (sewing machine)	---	---	045	*	169	---
5. Sewing notions	---	---	047	*	---	---
B. Pattern selection	079	049	---	*	171	060
1. Commercial patterns	079	049	---	*	---	---
2. Size and measurement	081	051	---	*	---	---
3. Packet information	087	055	---	*	---	---
4. Recycling patterns	---	---	---	---	171	060
C. Fabric selection	039	057	---	*	---	---
D. Fabric considerations	095	061	---	*	173	062
1. Fabric preparation, woven, knit, nonwoven	095	061	---	*	---	---
2. Stripes	---	---	---	---	173	062
3. Plaids--identification, selection	---	---	---	---	177	065
4. Plaids--pattern placement, construction techniques	---	---	---	---	180	068
5. Napped and/or one-way designs	---	---	---	---	183	071
E. Pattern preparation, alteration, and placement	089	065	051	*	---	---

* Refer to the pages indicated for Levels II or III for information on these topics for the nonprerequisite semester course in Clothing and Textiles.

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
1. Pattern symbols, selecting pattern pieces	089	065		*	---	---
2. Pattern alterations	---	---	051	*	---	---
3. Placement	091	067	---	*	---	---
F. Pre-construction	099	071	---	*	---	---
1. Cutting	099	071	---	*	---	---
2. Marking	103	075	---	*	---	---
G. Interfacings	---	---	057	*	---	078
1. Function, types, selection	---	---	057	*	---	078
2. Cutting, application, evaluation	---	---	061	*	---	082
H. Unit construction (advantage of method, developing a work plan, basic steps in unit method)	107	079	---	*	---	---
I. Pressing	111	083	---	*	187	---
1. Importance of and techniques used in pressing	111	083	---	*	---	---
2. Equipment	---	---	---	---	187	---
J. Stay-stitching	---	---	065	*	---	---
K. Seams	115	087	---	*	---	---
L. Seam finishes	121	093	---	*	---	---
M. Fullness	---	097	---	*	191	074
1. Gathering and shirring	---	097	---	*	---	074
2. Darts and tucks	---	099	---	*	---	---
3. Pleats	---	---	---	---	191	076
N. Facings (function, types, cutting, constructing, finishing)	---	---	069	*	---	---
O. Collars (types, application, construction, detachable)	---	---	075	*	---	085
P. Sleeves	---	---	079	*	193	089
1. Vocabulary, selecting sleeve styles	---	---	079	*	---	---
2. Types, fit, parts	---	---	081	*	---	---
3. Characteristics of sleeve types, construction and application	---	---	083	*	---	089

Topics	Levels/Page Numbers					
	I	II	III	IV-A	IV-B	V
4. Finishes, openings, cuffs, bands	---	---	---	---	193	093
Q. Zippers (types, selection, application)	---	103	---	*	---	096
R. Waistline finishes	125	109	---	*	---	---
1. Facings, elastic casings	125	111	---	*	---	---
2. Waistbands--construction, application, evaluation	---	113	---	*	---	---
3. Identification and selection	---	109	---	*	---	115
S. Hems	127	117	---	*	---	---
1. Kinds, construction	127	117	---	*	---	---
2. Finishes for hems, hemming stitches	131	121	---	*	---	---
T. Fasteners	---	125	---	*	---	102
U. Buttonholes and buttons (types, selection, application)	---	---	087	*	---	117
V. Trims and tapes (types, selection, application)	---	---	---	---	197	106
W. Pockets (types, construction, application)	---	---	---	---	201	109
X. Belts (types, selection, construction)	---	---	---	---	205	113
Y. Tailoring	---	---	---	---	207	120
1. Types--identification	---	---	---	---	207	120
2. Equipment	---	---	---	---	209	122
3. Standards	---	---	---	---	211	124
4. Fabric and pattern	---	---	---	---	213	126
5. Pre-construction	---	---	---	---	215	128
6. Lining, underlining, interfacing	---	---	---	---	217	130
7. Pressing	---	---	---	---	221	133
8. Principles of fitting	---	---	---	---	225	136
9. Construction techniques	---	---	---	---	227	138

LEVEL V - CLOTHING AND TEXTILES
(Adults and Out-of-School Youth)

SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

TOPIC VALUES AND LIFE CYCLE

OBJECTIVE *Given a chart with values related to clothing, the student will be able to identify clothing values that change as the family life cycle changes.*

CONTENT	STUDENT LEARNING ACTIVITIES
Influence on Clothing Change --Influences in contemporary living cause clothing values to change through the life cycle. .Custom and tradition (garments of the religious, wedding gowns) .Family, friends, and community .Change in social status .Geographical area .Advertising .Credit purchases	Read applicable parts of Packard's books: The Status Seekers and The Waste Makers. How do economic considerations influence clothing behavior? What values underlie clothing choices based on consideration as "planned obsolesence"? OR Use popular movies or television shows.
Emerging Roles --Values change as roles in the family life cycle emerge .Infancy -comfort .Early childhood -efficiency .Kindergarten -comformity .Elementary school -modesty and self confidence .Adolescense -conformity and sex appeal .Adulthood -prestige, beauty .Older ages -self-esteem, comfort, and efficiency	Prepare a bulletin board on clothing needs for each stage in the life cycle. Identify clothing needs for various stages of the life cycle. How can clothing be modified for illnesses?

RESOURCES:

Textbooks

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PERSONAL APPEARANCE

TOPIC TOTAL LOOK

SUB-TOPIC Suitability of and General Guidelines for Accessories

OBJECTIVE *Given the general guidelines for buying accessories, the student will be able to select suitable accessories for a given ensemble.*

CONTENT	STUDENT LEARNING ACTIVITIES
Planning for Accessories --Analyze self in terms of figure proportion, facial shape, and coloring. --Inventory accessories on hand. --List accessory needs for up-dating wardrobe. --Prepare a shopping list of accessories-- .color .kind .budget.	Develop a list of accessories suitable to a specific body build and personality. Have a style show. Use a series of ensembles properly accessorized. Exchange accessories so that they are not appropriate for garments. Discuss effects.
Guidelines for Buying Accessories --Purchase best quality one can afford. --Select and wear accessories that provide for self-confidence. --Blend accessories and garment for the occasion. --Select accessories that have simple and classic designs. --Be selective. --Choose accessories that are flattering.	Prepare a bulletin board display on accessories suitable for garments. Clip from magazines illustrations of accessories that do not enhance a costume. Place on a bulletin board. Develop a brochure for distribution in local stores. Provide guidelines for wise accessory purchases.
Considerations in Buying Accessories --Will it fit need and budget? --What will one wear with it? --Can it be worn with more than one costume? --Does it have an "individual" look?	Choose different accessories for basic garments to coordinate a wardrobe. How many different looks can one achieve?

RESOURCES

Textbooks

Brinkley, J. & Aletti, A. Altering ready-to-wear fashions. Peoria, Ill.: Chas. A. Bennett Company, 1976, 296-297.

Cross, A. Enjoying family living. Philadelphia, Pa.: J. B. Lippincott Company, 1973, 299-301.

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Accessories. Cooperative Extension Service, Lexington, Ky: University of Kentucky, College of Agriculture.

Clark, M. Accent on accessories. Cooperative Extension Service, Morgantown, W. Vir.: West Virginia University for Extension and Continuing Education.

Culp, B. Step into accessories for a total look. College Station, Tx.: Texas Agricultural Extension Service, Texas A & M University.

King, B. Styling with scarves. Lexington, Ky.: Cooperative Extension service; University of Kentucky, College of Agriculture.

Money Management Institute. Your clothing dollar. Prospect Heights, Ill.: Household Finance Corporation, 1978, 26.

Rader, H. Hosiery. Cooperative Extension Work in Agriculture and Home Economics, University of Tennessee.

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TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Woven Fabrics

OBJECTIVES *Given available resources to study, the student will be able to identify woven fabrics.*

Following a discussion on fabric construction, the student will be able to explain what is a woven construction.

Upon completion of the study on woven fabric construction, the student will be able to demonstrate techniques to use with woven fabrics on specific projects.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Warp yarns--grainline --Filling yarns--on-grain --Cloth count--yarn in warp and filling	Unravel a fabric sample. Identify warp and filling yarns. Secure a sample of percale or muslin fabric. Look through a magnifying glass in a ruled area 1 inch square and do a thread count on warp yarns and filling yarns. Prepare a bulletin board or chart picturing samples of fabrics that illustrate the vocabulary terms.
Woven Fabrics --Inserting a crosswise set of yarns at right angles to a lengthwise set of yarns that is held taut	
Method of Weaving Fabrics --Hand woven --Machine woven	Display samples of hand woven fabric and machine woven fabric.
Characteristics of Woven Fabrics --Appearance --Hand --Strength --Dimensional stability --Absorbency --Warmth --Transparency	Read an assignment on woven fabric construction. Collect samples of different fabric weaves. Explain each weave. Bring a woven garment to class and identify and point out special characteristics of the woven fabric.

Varying Woven Fabrics --Changes in fiber content in yarns --Variation in the diameter or tightness of twist of the yarn --Different spacings between yarns (number of yarns per inch) --Interlacing of the yarns in different patterns --Sizes of yarn	Compare the construction of different fabrics that have variations in fiber, yarn, and weave.
Techniques for Working with Woven Fabrics --Select a pattern closest to one's size and type. --Select fabric from list of suggestions on back of pattern envelope. --Test different types of interfacing with woven fabric. --Match thread with type of fabric. --Use sharp pins and needles for sewing. --Pre-shrink fabric, notions, and interfacing.	Using a selected activity demonstrate technique to use with woven fabrics.

RESOURCES

Textbooks

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Cincinnati Public Schools, Home Economics Department. Exploring fabrics (4th ed.). Bloomington, Ill.: McKnight Publishing Company, 1977, 32.

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Bulletins

Koester, A. W. The structure of woven, knitted, and other fabrics. Corvallis, Ore.: Oregon State University Extension Service, 1979.

Winge, J. W. Serving with woven fabrics. Fargo, N. D.: North Dakota State University Cooperative Extension Service, 1978.

TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Knitted (Types, Characteristics)

OBJECTIVES *After examining samples and reading selected references on knit fabrics, the student will be able to explain the advantages and disadvantages of using knit fabrics for garments.*

Given resources to study, the student will be able to name the basic categories of knit and identify characteristics of the various types of knits.

CONTENT	STUDENT LEARNING ACTIVITIES
Knitting Method of fabric construction in which loops of yarn are interlocked in either the lengthwise or crosswise direction	
Advantages of Knit Fabrics --Comfortable --Neat --Has elasticity --Good wrinkle recovery --Laundered easily --Versatile	Hold a group discussion on advantages of knit fabrics for wear and for garment construction. List garments in wardrobe that are knit. Tell why you do or do not like knit fabrics.
Disadvantages of Knit Fabric --Stretches out of shape easily --Shrinks easily --Retains heat and moisture --Snags when worn	
Basic Categories of Knits --Weft knits--one continuous strand of yarn runs crosswise to form a horizontal row of interlocked loops. --Warp knits--process of interlooping many parallel yarns to form loops in the lengthwise direction of the fabric	View examples of each category of knit; identify the type of knit.
Types of Weft Knits --Double knit--two interlocked layers that cannot be separated	Study samples of different types of weft knits. Determine the characteristics of each type of knit.

.Characteristics -Same appearance on the face and back sides -Drapes well -Retains shape -Is stable -Resists wrinkles --Single knit--made with only one yarn and with a definite right and wrong side .Characteristics -Lightweight -Soft and supple -Cut edge curls .Examples Tricot, jersey, matte jersey --Interlock knit--smooth surface on both sides but has less elasticity than other weft knits	Explain the differences between double knits and single knits
. Characteristics -It tends to run from one end. -Seam edges must be finished.	
<u>Types of Warp Knits</u> --Tricot-warp knit fabric with vertical wales or rows of loops running lengthwise on the face of the fabric .Characteristics -Run proof -Non-raveling -Good stability, elasticity and drapability .Examples -Lingerie fabric -Jersey --Raschel knits--lacy open-work and surface patterns .Characteristics -Yarns are textured to give special interest. .Examples -Thermal underwear -Laces -Bridal veil	Discuss differences between tricot and raschel fabrics. Provide fabric swatches of knit fabric. Compare strength and stability of knits to woven fabrics.

RESOURCES

Textbooks

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 168-173, 316-317.

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TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Knitted (Selection, Sewing)

OBJECTIVES *Given examples of patterns suitable for knit and samples of fabrics, the student will be able to select knit fabrics suitable for the chosen pattern.*

After observing a demonstration on laying the pattern, cutting and marking on knit, the student will be able to recognize procedures to use with knits in laying the pattern, cutting, and marking a garment.

Using information gained from the study of sewing with knits, the student will be able to use good construction techniques in sewing on knits.

CONTENT	STUDENT LEARNING ACTIVITIES
<u>Selecting Knits</u> --Choose fabric that is on grain. --Texture and design of the fabric should be suitable for the type of garment selected. --Cut all pieces with the top of the pattern lying in the same direction. --Check the stretchability of the fabric. --Check recovery from stitch. <u>Sewing with Knits</u> --Use a pattern that was designed for knits. --Layout the fabric without stretching. --Use special ball-point pins and needle to prevent hole cutting along the seams. --Use special stretchable thread of filament polyester wrapped with mercerized cotton. --Stretch seams as you sew. --Tape shoulder and armseye to prevent stretch during wear. --Use a stay under buttonholes to prevent stretch. --Avoid use of hem tape.	

--Use LOOSE hemming stitches. --Pressing sample test .Avoid high temperatures. .Avoid stretching fabric.	

RESOURCES

Textbooks

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 168-173, 298, 300.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 393-394.

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TEXTILES

TOPIC FABRIC CONSTRUCTION

SUB-TOPIC Matted, Bonded/Interlocking, Braided, Knotted, Twisted, or Looped

OBJECTIVES *Given information on the minor methods of fabrication, the student will be able to identify, list characteristics, and give examples and uses of the minor processes in making textiles.*

CONTENT	STUDENT LEARNING ACTIVITIES
Matted Fibers --Applying resin, heat, moisture, and pressure to interlock fibers.	Collect several felt items. Examine fibers to determine composition and characterisitcs.
Characteristics of Matted Fibers --Weak fiber --Nonstretch --Versatile --Used on household items that require no edge finish	Test felt for strength. Compare with knit fabric.
Examples --Felt --Interfacing fabrics	
Bonded Fabrics --Two fabrics made to adhere together by an adhesive or a flame-foam process.	Read references and explain the definition of bonded fabrics View swatches of bonded fabric. Discuss advantages and disadvantages of bonded fabrics.
Advantages of Bonded Fabric --Self-lining --Reduces sewing time --Can eliminate interfacing, underlining, stay-stitching, seam finishing --Up-grade cheap fabrics	
Disadvantages of Bonded Fabric --Does not hold a sharp crease --Usually bonded off-grain --Hems, darts, and facings are stiff --Bonding may separate from fabric --Does not use expensive fabric --Uneven shrinkage --Poor drape	

Methods of Bonding Fabric
- --Wet-adhesive method--adhesive is applied to the underside of the face fabric and the liner fabric is joined by passing through rollers.
- --Foam-flame process--polyurethane foam acts as the adhesive for the face fabric.

Visit a local fabric shop. Determine the demand for bonded fabrics.

Sewing Hints for Bonded Fabrics
- --Use a pattern with simple styling.
- --Do not finish seams.
- --Use grain on the face fabric for pattern placement.
- --Press only on right side.
- --Mark with tailor tacks.

Braiding
- --Three or more yarns are interlaced lengthwise and diagonally to form a fabric.

Display examples of braided, knotted, and looped fabrics. Discuss types, characteristics, and uses of each fabric type.

Types of Braids
- --Flat--strips or narrow flat tapes
- --Round or tubular--may be hollow or have a center core of some material

Uses for Braiding
- --Handmade rugs
- --Trim for garments
- --Straw hats
- --Cords and tapes
- --Elastics

Knotted Fabrics
- --Interlacing or interlooping of threads

Characteristics of Knotted Fabrics
- --Hard to unravel
- --Light in weight
- --Open weave

Examples of Knotted Fabrics
- --Tulle
- --Net
- --Macrame
- --Laces
- --Tatting

Looped Fabrics
- --Single strand of thread is used with special bond to form loops as fabric is made.

Examples of Looped Fabrics --Narrow edging --Crocheted dresses and sweaters	

RESOURCES

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TEXTILES

TOPIC WEAVES

SUB-TOPIC Basic Types (Plain, Satin, Twill)

OBJECTIVES *After reading information on weaves, the student will be able to explain the process of weaving.*

Given samples of cloth, the student will be able to identify the basic types of weaves, recall characteristics of each type, and name fabric examples.

CONTENT	STUDENT LEARNING ACTIVITIES
Weaving --Process of producing cloth or fabric by interlacing at least two sets of yarns at right angles Plain Weave --Each filling yarn passes alternately over and under each warp yarn. .Characteristics of weave -most common weave -less absorbent than other weaves -wrinkles easily -closely woven, very strong .Examples Organdy Muslin Batiste Gingham Percale .Variation of plain weave Basket weave--two or more filling yarns interlaced with the same number of warp yarns .Examples--Monk's cloth, Oxford cloth .Rib Weave--variation of the plain weave in which the filling yarns are larger in diameter than are the warp yarns .Examples--Broadcloth, Poplin, Grosgrain	Demonstrate the weaving process. Use paper strips and interlace to make a woven mat. Construct small samples of basic weaves using narrow strips of colored paper or colored yarn. Make a display of the different types of weaves; use fabric samples of each weave. List the characteristics and use of each weave. Construct a booklet on the basic weaves including a collection of fabric examples.

Twill Weave

--Each warp or filling yarn floats across two or more filling or warp yarns with a progression of interlacings by one to the right or left to form a diagonal line.

.Characteristics of weave
-Close in texture, heavier and sturdier than plain weaves
-Firm and durable
-Resists wrinkles
-Hides soil

.Examples of weave
-Denim -Ticking
-Drill -Gabardine

.Variation of weave
Herringbone weave--twill line reversed at regular intervals to give a design that resembles the backbone of a fish

Satin Weave

--Each warp yarn floats over four filling yarns and interlaces with the fifth filling yarn, with a progression of interlacings by two to the right or left.

.Characteristics of weave
-Lustrous appearance
-Snags easily

.Examples
-Satin
.Made with filament fibers
-Sateen
.Variation of satin weave
.Made with staple fibers

--Sateen weave

.Fabric woven the reverse of satin with the floats in the filling yarn and made of cotton

.Examples
.Cotton sateen
.Damask

RESOURCES

Textbooks

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TEXTILES

TOPIC FABRIC FINISHES

SUB-TOPIC Aesthetic and Functional Finishes

OBJECTIVES *Given information on fabric finishes, the student will be able to name and illustrate the various kinds of fabric finishes applied to fabrics.*

Using information gained from the study of finishes suitable for fabrics, the student will be able to cite reasons for different finishes being applied to fabrics.

Following the study of fabric finishes, the student will be able to identify the importance of special fabric finishes for the consumer.

CONTENT	STUDENT LEARNING ACTIVITIES
Fabric Finishes --Special materials or substances added to fabric after it leaves the loom or knitting machine to improve the appearance, feel, or performance of the fabric	Explain the phrase "fabric finishes" in own words.
Purposes of Fabric Finishes --Improve fabric performance --Enhance aesthetic appeal	Discuss the purposes of fabric finishes.
Types of Fabric Finishes --Nondurable--finishes that can be removed in the first few washings or dry cleanings --Durable--finishes that last for much of the wear-life of the garment or fabric --Permanent finishes--finishes that last as long as the fabric does	View the filmstrip "It's All in the Finish."
Identifying Fabric Finishes --Reading labels and hangtags on garments --Printed information on bolts of fabric --Information on the selvage of the fabric	Collect hangtags that provide information on finishes applied to fabrics. Analyze information for --properties of the finish --type of finish --special care in wear and cleaning

Classification of Fabric Finishes

--Aesthetic finishes
.Treatments which prepare a fabric for consumer use by making the fabric more attractive and giving it some characteristic appearance.

--Vocabulary

.Calendering	.Bleaching
.Mercerizing	.Embossing
.Napping	.Sanforizing
.Sizing	.Tentering
.Flocking	.Weighting

--Functional finshes
.Finishes applied to fabric to change properties of the fabric and change the surface appearance of the fabric

Define and explain the phrase aesthetic finishes.

Prepare a chart for the finishes giving the definition, function of the finish, procedures used to apply the finish, and examples in fabrics.

Identify ways that a functional finish can change the fabric.

Kinds of Functional Finishes

--Durable press
.Resin treatment finish which sheds wrinkles after wearing or washing
.Recovers original shape with little pressing
.Does not hold a pressed edge
.Must be top-stitched flat
.Tradenames

-Dan-Press	-Never-Press
-Ever-Press	-Penn-Prest
-Koratron	-Perma-Prest
-Sta-Prest	-Vanopress

.Care
-Avoid chlorine bleach.
-Avoid too hot wash water and drying which may set wrinkles in clothes.
-Remove clothes from the dryer and hang to eliminate wrinkles.
-Tumble clothes with a damp towel to shed wrinkles.
-Launder clothes wrong side out to reduce abrasion on edges and creases.

--Soil release
.Finish which allows easy removal of stain or dirt

Prepare a bulletin board of fabric samples with aesthetic finishes and functional finishes to familiarize students with different types of finishes.

View finish labels; prepare a list of brand names which identify the durable press finish.

.Counteracts the tendency of synthetic fibers to attract dirt and oily stains
.Uses
-Increases the anti-static properties of the fabric
-Increases the "wetability" of the fiber or minimizes the soiling
-Are durable but gradually wash away
.Tradenames

-Scotchgard	-Zepel
-Come clean	-Soilex
-Perma-clean	-4-It
-Wash-ease	-Visa

Water-Repellent or Water Resistant

--Fibers are coated with waxes or substances that resist the absorption of liquids.
--Air can penetrate the spaces between yarns but liquids bead on the surface.

Collect fabric samples that are water-repellent. Place a drop of water or oil on each. Note effect of liquid on the sample.

Fire Retardant

--Chemical finish added to resist the spread of flames
--Available in children's sleepwear, carpets, mattresses, etc.
--Must meet strict government standards
--Finishes

.Apex	.Banfire
.Firegard	.First aid
.Proban	.Pyropel
.Pyroset	

--Care
.To maintain finish avoid hard water, non-phosphate detergents, soaps, chlorine bleach, fabric softeners, and commercial laundries.

Cut a sample of cotton fabric in half. Make a temporary finish using 1½ oz. boric acid, 3½ oz. borax, and 1 quart warm water.

Immerse one sample in solution and let dry. Observe and note difference between the treated sample and the untreated sample of cotton fabric.

Moth Proofing Finishes

--Wools chemically treated during dyeing to deter moths and other insects
--Mothproof finishes

.Eulan	.Larvex
.Lanoc CN	.Crestocide
.Hartocide	.Mitin

--Care
.Keep clothes and household textiles clean and store with a moth preventative.
.Place in tightly closed area
.Use crystals or spray as directed.

Mildew Resistant
--Retards growth of bacteria and fungi which may develop in high humidity or in presence of sizing and starch.

Antibacterial Finishes
--Chemical added to retard bacterial growth caused by perspiration or mildew and to guard against the spread of disease and infection.
--Uses
.Reduce athlete's foot infection
.Minimize diaper rash
.Eliminate mildew odors
--Tradenames
.Sanigard
.Sanitize
.Vita-fresh
--Care
.Chlorine bleach may remove finish.
.Treat fabric with an antibacterial laundry product.

Antistatic Finishes
--Addition of chemicals to the manmade fibers before they are spun
.Tradenames
-Crepeset
-Fybrite or polyester
-Zepel
-Stanox
-Permostat
-Cling Free
-Resitat
--Care
.Fabric softeners such as Downy, NuSoft, StaPuf added to the rinse water
.Sheets (Bounce and Cling Free) added to clothes in the dryer

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TEXTILES

TOPIC DESIGN

SUB-TOPIC Dyeing

OBJECTIVES *After reading selected references, the student will be able to define the term dyeing.*

Upon the completion of a discussion on dyeing processes, the student will be able to examine fabric samples and name the dyeing process used on the fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Dyeing --Process of adding color to fiber, yarn, or fabric	Define dyeing.
Types of Dyeing Processes --Fiber dyeing .Defined -Fibers are dyed before they are spun into yarn. .Methods of fiber dyeing -Solution dyed--in manufactured fibers the dye is added to the thick liquid before it is forced through the spinneret -Stock dyed--in natural fibers, the dye is added to the loose fibers --Yarn dyeing .Yarns, wound onto spools .Yarns placed in a dye bath to dye .Examples of use -plaids -stripes --Piece dyeing .Color is added after the fabric has been made .Characteristics -Very common -Usually solid colors -Easy and inexpensive --Cross dyeing .Fabric made of two or more fibers placed in dye bath resulting in a different	Examine several fabric samples. Determine which type of dyeing process was used on fabric. Identify, mount, and assemble on a bulletin board fabrics that have been dyed at various stages. Tie dye a tee shirt.

color for each fiber --Union dyeing .Fabric composed of two or more fibers placed in a dye bath resulting in the finished fabric being a solid color.	

RESOURCES

Textbooks

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TEXTILES

TOPIC DESIGN

SUB-TOPIC Characteristics and Methods of Printing Design

OBJECTIVES *Given information on printing, the student will be able to explain the term printing and recall characteristics of the type of design.*

Following a discussion of methods used for printing fabrics, the student will be able to identify and explain methods used in printing fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Printing --Application of color and pattern to fabric surfaces	
Characteristics of Printed Designs --Wrong side is lighter than the right side of fabric	
Methods of printing fabrics --Direct roller printing .Separate cylinder used for each color .Cloth passes through rollers with each one transferring the color and pattern to the fabric --Rotary screen printing .Dye is forced through a pattern of holes in cylinder screens which roll over the fabric leaving designs --Discharge printing .Dyed cloth is passed between engraved rollers containing a bleaching substance that removes color from the fabric to achieve effects such as stars or dots --Duplex printing .Direct printing applied to both sides of fabric to make it reversible resulting in an expensive and rarely used process	Prepare a flip chart to share ways of printing fabric and to explain each method. Devise a game using methods of printing fabric and their definitions. Using linoleum block or potato block, print a square of fabric to be made into a scarf.

--Resist printing .White or light fabric printed with a substance that resists dye so that said areas remain white after dyeing --Photographic printing .A photograph that is applied to the cloth by direct or silk screen painting --Screen printing .Stenciling process in which a film with a design is adhered to a silk screen for each color in the print --Warp printing .Design is printed on the warp yarns before the filling yarns are woven into the cloth	Collect and make a display of printed fabric samples. Identify the method used to apply design.

RESOURCES

Textbooks

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TEXTILES

TOPIC DESIGN

SUB-TOPIC Selection and Kinds of Surface Designs

Objectives *Following a study of surface designs used on various fabrics, the student will be able to explain the meaning of surface designs and identify the various kinds of surface designs applied to fabrics*

CONTENT	STUDENT LEARNING ACTIVITIES
Surface Designs --Pattern or color applied to fabric that modifies the appearance by either mechanical or chemical means .Examples -embossing -flocking -hand-painting -moire -glued-on-trim	Explain the term "surface designs." Collect and mount examples of surface designs.
Selecting Surface Designs --Judge effect of design on wear life and care of garment.	
Kinds of Surface Designs --Flocked .Fabric is printed with an adhesive substance in a specific design. --Embossed .Engraved rollers apply heat or chemicals to produce raised designs on surface of fabric. --Hand painted .Textile paints are applied by hand on surface of fabric to create designs. --Moire .Roller machine or chemical process applied to fabric to produce a wavy design on fabric. --Glued-on-trim .Glues or adhesives hold designs on fabric	View examples of fabrics with surface designs. Classify according to kind of design. Formulate rules for caring for fabrics with surface designs.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Selection and Features of Children's Clothing

OBJECTIVES *Following the observation of a kindergarten class and studying selected resources on children's clothing, the student will be able to explain important considerations for clothing a child.*

After viewing specific examples of children's clothing and discussing clothing features, the student will be able to list general guidelines for selecting children's clothes.

Utilizing established criteria for garment design of children's clothing, the student will be able to analyze quality features of children's clothing.

CONTENT	STUDENT LEARNING ACTIVITIES
Importance of Clothing to a Child --Appearance similar to that of other children --Acquire attention and approval --Ownership and responsibility --Independence and self-confidence --Freedom for activity --Allows decision making --Allows creativity and use of imagination	List factors related to the importance of clothing for children. Visit a kindergarten class and list types of clothes the children are wearing. Discuss similarities in clothing.
Factors to Consider Prior to Selecting Clothes for Children --Growth pattern of child --Amount in budget for clothing --Number of garments that can be recycled --Amount of wear and tear child gives to clothing --Reused garment can be worn by another child in the family	Survey selected mothers of children. What factors do they consider before selecting clothes for their children?

Guidelines for Selecting Children's Clothing
- --Garment design
  - .Growth features
  - .Self-help features
- --Proper fit
- --Quality workmanship
- --Characteristics of fabric
- --Care requirements

Show examples of children's clothes. Show quality features on the clothes. Have some clothes that are poor quality so comparisons can be made.

Garment Design
- --Simple style
- --Appealing to child
- --Becoming to child
- --Suitable for one's personality
- --Self-help and growth features
- --Provides for freedom of movement, comfort, and safety
- --Suitable trim

Bring an example or picture of a child's garment. Using criteria for garment design, evaluate use of garment for specific individual.

Debate the effect of choice of clothing on children's personality.

Examples of Self-Help Features
- --Front openings
- --Large armholes
- --Zippers
- --Large buttons
- --Snaps
- --Stretch fabrics

Collect and mount pictures of children's clothing depicting growth and self-help features

Name some guidelines for helping a child learn to dress.

Examples of Growth Features
- --Adjustable straps
- --Tucks
- --Deep hems
- --Indefinite waists
- --Two-piece garments

Safety Features in Children's Clothing
- --Flame retardant finishes
- --Reinforcements for knees and elbows
- --Elastic at neck
- --Smooth hemmed pants or long skirts
- --Bright colors
- --Protective shoes

Arrange a display of children's garments to show safety features.

Quality Features in Children's Clothing
- --Shrinkage free fabrics
- --Adjustable features
- --Reinforcement at points of strain
- --Double knee trousers
- --Suitable trim
- --Soft, firmly woven or knitted fabrics

Make a collage of pictures from catalogues showing quality features in children's clothes.

Invite a buyer to speak to the class on "how to buy quality in ready-to-wear" children's clothing.

Fabric Selection --Comfortable to skin --Wrinkle resistant --Washable --Soil resistant Care Requirements --Colorfast --Machine washable --Minimal ironing --Shrink resistant	Bring to class articles of clothing from younger sister or brother. Point out construction features. Analyze examples of clothing according to criteria established for selecting a suitable fabric. Shop from a catalog. After selecting an item, analyze the choice.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Children's Clothing--Measuring and Sizing, Workmanship, Buying Tips

OBJECTIVES *Following a discussion on measuring for children's clothing, the student will be able to demonstrate how to measure the body for garment size.*

Using the recorded body measurements of a child, the student will be able to read the sizing charts to determine correct size for purchased clothing or pattern selection.

After establishing standards of good workmanship in children's clothing, the student will be able to identify qualities of workmanship essential to children's clothing.

Given information on buying tips for children's clothing, the student will be able to choose specific clothing items for a child's wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Reason for Measuring for Size --Changes in body shape --Variation in proportions Recorded Measurements for Size --breast .Underarms over fullest part of chest in front, just under the shoulder blades in back --Waist .Around natural indentation --Hips .Around fullest part of buttocks --Back waist length .Prominent bone at base of neck to waist --Shoulder length .From top of arm, over bent elbow, to waist --Crotch depth .With child seated on a firm chair, feet flat on floor, measure from waist to chair seat	Prepare a list of directions on how to measure children for fit.

Determining Size for Clothing --Height and weight --Body measurements --Commercial garments --Garment design	Record height and weight of a child in the family or one in the neighborhood and determine size to buy from the sizing charts.
Size Groups for Children's Clothing --Infants and babies (3mo-36mo) --Toddlers (1-4) .Cut roomy at waist .Broader pants to cover diaper --Children (2-6x) .Styles are grown-up in older age groups --Girls (7-14) --Boys (7-20) .Allowance is made for increase in height and weight	Divide class into five groups. Make transparencies or other visuals showing the clothing a child in each age category needs. Age categories 1. Infant 2. Toddler 3. Children 4. Girls 5. Boys. Make group presentations to class.
Basis for Standards on Sizing Children's Clothing --Height and weight --Chest, waist, and hip measurements	Discuss with mothers of small children basic qualities of workmanship that are essential in clothing. Summarize ideas on board.
Qualities of Workmanship --Fine grainline --Smooth, plain seams --Felled seams are flat and strong --Machine stitches, 12 per inch --Linings and interfacings are usually made from a different fabric than outer part of the garment but with same care instructions. --Trimmings sewn on very well --Reinforcement at points of strain. --Hems--wide, even, and stitched well	
Considerations for Children's Clothing --Reusable garments in wardrobe --Growth rate --Garment wear --Money budgeted for clothing --Care labels on garments to read and follow	

RESOURCES

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ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Men's Clothing

OBJECTIVES *Given selected resources to read on fashion for men, the student will be able to cite reasons for high interest in men's fashion.*

Following an inventory of one's wardrobe and presentation on wardrobe planning, the student will be able to plan a wardrobe and coordinate garments using items on hand and select new fashion items in local stores.

Upon completion of a study of factors to consider in buying various clothing items, the student will be able to select needed pieces of clothing to complete a seasonal wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Interest in Men's Fashions --Influence from youth --Money and leisure --Individualism --Foreign influence --Wide media coverage --Functionalism --Back new trends to make money	Collect illustrations of men's clothing. Discuss how fashions have changed through the years. Take a field trip to a men's clothing store to view current styles, fabrics, and price ranges.
Wardrobe Planning for Men --Key wardrobe colors. --Use only one or two patterned fabrics. --Harmonize with or complement tie and suit color. --Keep texture of accessories congruent with garment and occasion. --Coordinate texture of shoes and belts.	List garments in wardrobe. Note colors, patterns, and textures. Invite a manager of a men's store to discuss coordinating a wardrobe. Plan a wardrobe for a male family member. Using a mail-order catalog, coordinate items of clothing, and calculate costs. Discuss factors involved in planning a man's wardrobe.
Effect of Body Build on Clothing Styles --Vertical lines .Tall and slender --Horizontal lines .Heavier appearance	Develop visuals depicting fashions designed for body build and size. Using specific clothing items, show the effect of different lines and colors on body builds.

Color Selection --Light and bright colors .Appear larger --Dark colors .Appear smaller	
Points to Consider Prior to Buying Clothing --Needs --Fit of clothing --Budget allocation	Identify points to review before buying clothes. Make a personal inventory of clothing items on hand.
Buying a Suit --Clothing budget --Fabric--color --Quality and workmanship .Straight grain .Matched patterns .Firm, closely woven lining .Close, even stitching on buttonholes --Good fit	Prepare a bulletin board or display that explains points to consider in buying men's clothing. Discuss factors involved in buying suits, shirts, and/or undergarments.
Buying Shirts --Basic shapes .Regular .Contour shape .Tapered .Body shirt --Collar styles --Sleeve types --Fibers and fabric --Construction processes --Care requirements	Discuss the importance of physical comfort in selecting and wearing different types of wearing apparel. Prepare a list of questions to ask a salesman on buying different types of men's clothing. FHA: Prepare exhibits of different types of garments for various occupations.
Buying Undergarments --Comfort --Types --Fabric types --Sizing --Construction details	Prepare a personal spending plan for clothing for a male college freshman.

RESOURCES

Textbooks

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ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Women's Clothing

OBJECTIVES *Given information on how women are influenced by specific clothing decisions, the student will be able to explain why clothing is important to the wearer.*

After studying wardrobe needs for women in different roles, the student will be able to plan a woman's wardrobe for a specific situation.

Upon completion of garment evaluation of specific features, the student will be able to determine essential qualities of workmanship in women's clothing.

Following a comprehensive review of features in women's clothing, the student will be able to select clothing for specific needs of the woman.

CONTENT	STUDENT LEARNING ACTIVITIES
Importance of Clothing to Women --Goals --Social Expectations --Self-Image Building a Wardrobe --Professional aspirations --General homemaking --Special activities --Physical requirements Selecting Woman's Clothing --Correct size --Good workmanship --Colors and textures to harmonize with wardrobe --Becoming styles Desired Features in Women's Clothing --Becoming design --Warmth/coolness --Color --Fit --Workmanship --Fiber content and finishes Measuring--Sizing for Women --Bust, waist, hip, back waist	Brainstorm ideas on importance of clothing for women. Debate the following: The importance women place on clothing influences their decisions about clothes. Report on history of house dresses and work clothes. Observe activities of a mother for one week. Arrange garments according to activity. Discuss the clothing needs for a working mother. Prepare a collection of clothing and accessories for a. Mother/small children, b. Mother/civic activity, and c. Mother/business husband. Determine type of clothing women prefer for housework.

length measurements --Variations .Use hip measurement for a narrow-skirted dress. .Use bust measurement for a full-skirted dress. Standards of Workmanship --Construction of seams and seam finishes --Durable fasteners --Construction details --Matching designs in fabric Buying Tips --Care requirements --Proper fit --Fabric qualities and finish --Garment construction	**Demonstrate the differencies in measurements between a narrow-skirted and a full-skirted dress.** Determine from women's measurements the size needed by looking at mail order catalogs or pattern books. Divide into groups of four and hand out commercial garments. Discuss the workmanship features. Report on ways to improve workmanship of garments.

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 293-303.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 62-63, 172-174.

Gawne, E. Dress (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1975, 312-316.

ECONOMIC ASPECTS OF CLOTHING

TOPIC FAMILY CLOTHING

SUB-TOPIC Older Person's Clothing

OBJECTIVES *After reading resources and listening to a class discussion on clothing the older person, the student will be able to identify characteristics to use when selecting clothing designs for the older person.*

Upon completion of the study about clothing selection for the older person, the student will be able to compare features of clothing for older persons in relation to design, color, comfort, care, and manual dexterity and strength.

CONTENT	STUDENT LEARNING ACTIVITIES
Changes that Make Special Clothing Styles Necessary --Physical .Shift in weight distribution .Flabby arms .Limited energy .Stiffening of muscles --Economics .Reduced income --Sociological .Less active social life .Indefinite role --Psychological .Changes in values and self-concept .Maintenance of a positive self-image	Complete the crossword puzzle on Clothing for the Older Person.
Selecting Clothing Designs --Consideration of skeletal alignment --Location and prominence of body contours --Amount and distribution of weight --Coloring --Comfort --Body agility --Manual dexterity and strength	Create a bulletin board depicting appropriate clothing designs for the older person. Explain factors that may influence clothing designs for the older person.
Clothing Designs for the Older Person --Neck fullness	Interview an older person and inquire about desired features in clothing.

--Raglan sleeves --Necklines with a softening effect --Extra sleeve width --Tucks and darts from shoulder --No waistline seam	Invite grandparents to speak on special features of clothing which would aid the older person.
Selecting Colors for Clothing --Muted colors of the middle values --Vary colors of fabric near the face	Divide class into groups. List pointers on selecting clothing for the older person. Consider these points: (1) Clothing design (2) Colors (3) Comfort (4) Manual dexterity and strength.
Clothes for Comfort --Protection from heat and sun --Absorb perspiration --Provide for air circulation --Smooth, soft, absorbent fabrics --Fiber selection	Solicit resources for obtaining special clothing for older persons.
Designs for Manual Dexterity and Strength --Full-length front openings --Large zipper tabs that are easy to grasp --Large buttons and buttonholes --Different cut on sleeves	Write a paragraph describing suitable clothing designs available for the older person.
Garment Care --Fabrics with small, allover prints and surface texture --Fabrics which hold a press well	Look at sample garments. Prepare a chart to show type of care these garments require. FHA Ask a family relation or clothing specialist to speak on family clothing and the life cycle.

RESOURCES

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Reich, N. Textile comfort features. Ithaca, N.Y.: Cornell University, 1980.

Retirement: Clothes for a new lifestyle. Little Rock, Ark.: University of Arkansas Cooperative Extension Service, 1976.

ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Alteration of Ready-To-Wear
Upgrading the quality of ready-to-wear
Altering ready-made garments

OBJECTIVES *Provided with a list of vocabulary words and related examples of use associated with altering garments, the student will be able to define the term and relate the position of application.*

Given examples of the common kinds of garment alterations, the student will be able to determine alteration of a garment.

With actual garments and information for determining quality of fabric, construction, and findings, the student will be able to evaluate the feasibility of altering a garment.

Provided with illustrations of ways to improve the appearance of a garment, the student will be able to plan and apply enhancements.

Having an actual garment to alter, the student will be able to perform a planned alteration.

CONTENT	STUDENT LEARNING ACTIVITIES
Vocabulary --Alter --Alteration --Hem width --Seam width --Darts --Grainline --Fabric --Wear marks	Provide illustrations to accompany vocabulary list. Define words and write related places of application.
Reasons for Altering a Ready-Made Garment --Improve comfort --Improve appearance --Reasonable price for garment --Care for individual fitting problems	List and briefly discuss reasons why one might alter a ready-made garment.
Factors to Consider Before Altering a Ready-Made Garment --Construction details --Fabric	Display examples of ready-made garments that cannot be easily altered. Determine the difficulty of alteration.
Common Kinds of Alteration to Make in a Garment --Hems .Shorten or lengthen	Locate a garment needing a common alteration.

skirt/pants
--Adjust waist sizes
--Dart
.Widths and lengths

Visit the alteration department of a local store. Prepare a list of common alterations recommended by the personnel and report findings to the class.

Use garment for an evaluative study as well as for the actual alteration, if applicable.

Points to Review for Quality Construction in a Garment
--Fabric content
--Weave and finish of fabric
--Seam width and finish
--Hem width and finishing
--Top-stitching
--Collar, cuff finishes
--Application of trims
--Button, trims, belt

Display examples of ready-made garments in low, medium, and high price ranges.

Determine quality of each in three categories: fabric, construction processes, and findings.

Enhancing or Up-Grading the Quality of a Garment
--Trimming threads
--Straightening hem line
--Re-hemming and pressing
--Changing buttons or belt
--Adding a trim, applique, or piping
--Top stitching a collar or cuffs
--Hand stitching buttonholes
--Steam pressing

Display garments that have been improved in appearance.

Investigate the possibility of using alteration skills for personal income/employment.

Altering a Garment
--Determine area(s) needing alteration.
--Plan steps and procedures for making alteration accordingly.
--Determine equipment and supplies needed.

Alter a garment according to the evaluation of need, process, and economic or aesthetic value.

Evaluating Alterations
--Pride of accomplishment
--Economic benefit
--Enrichment of wardrobe

Investigate the cost of common alterations made by a dressmaker or tailor.

Read selected reference materials. Write a summary of one reading on alterations.

Compile individual reference file for extending clothing resources. Evaluate organization and content.

Set up a display (hall case or show window) to illustrate ways to alter garments and/or extend wardrobe.

Invite an alteration expert from a local retail store and discuss a career in a chosen area.

RESOURCES

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ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Alteration of Custom-Constructed Clothes

OBJECTIVES *Given general requirements for wearing ease in a garment, the student will be able to explain factors that affect wearing ease in a garment.*

Given types of alterations used on custom-constructed clothes, the student will be able to demonstrate how to make needed alterations on specific areas of garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Altering a Custom-Constructed Garment --Amount of ease needed --Arrangement of fabric grain --Placement of seam lines, darts, and design details	
Wearing Ease in a Garment --Personal preference --Figure --Size of person --Purpose of garment --Fabric-thickness and stretch --Design and cut of garment	Discuss factors affecting wearing ease in a garment. Show examples to illustrate.
Minor Adjustments after Cutting --Changing size of seams --Relocating darts for better shaping	
Alterations for Individual Measurements --Shoulder and neckline --Chest and bust --Back --Armhole and Sleeves --Waistline --Hip, abdomen, and derrière --Skirt, dress, or pant length	Identify the types of alterations needed on personal clothes. Use the decision-making process to decide on a method to alter a garment. Select a garment and make necessary alterations.
Standards for Fit of a Custom-Constructed Garment --Lengthwise and crosswise grain-structural lines --Silhouette lines of garment parallel general body outline	Using an altered garment, evaluate the accuracy/effectiveness of the alterations.

—Garment hangs straight —Adequate ease —Silhouette of garment same on both sides	

RESOURCES

Textbooks

Brinkley, J., Chamberlain, V. & Champion, F. Teen guide to homemaking (4th ed.). New York: Webster Division, McGraw-Hill Book Company, 1977, 345-346.

Burns, M. & Bishop E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 48-56.

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Draper, W. & Bailey, A. Steps in clothing skills (Rev. ed.). Peoria, Ill.: Chas. A. Bennett Company, 1978, 285-298.

Faiola, T. & Pullen, J. The McGraw-Hill guide to clothing. New York: Webster Division, McGraw-Hill Book Company, 1982, 281-283.

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Graef, J. & Strom, J. Concepts in clothing. New York: Webster Division, McGraw-Hill Book Company, 1976, 183-186.

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ECONOMIC ASPECTS OF CLOTHING

TOPIC EXTENDING CLOTHING RESOURCES

SUB-TOPIC Repairs

Objectives *Following a discussion on clothing repairs and alterations, the student will be able to distinguish between repairing clothes and altering clothes.*

After identifying common repairs that can be made to clothing, the student will be able to determine repairs needed on clothing in personal wardrobe.

CONTENT	STUDENT LEARNING ACTIVITIES
Clothes Repair --Minor processes that do not alter the structural lines of a garment	Discuss the difference between repairing clothes and altering clothes.
Common Repairs made to Clothes --Replacement of broken zippers, buttons, and fasteners --Reinforcing ripped seams --Patching torn parts of garments --Replacing hems	Identify types of repairs usually needed in clothing. List repairs needed on clothing. Determine method of repair.
Factors to Consider before Repairing a Garment --Cost --Amount of skill needed to make the repair --Time --Value of garment --Style of garment --Amount of wear left in the garment	Refer to the inventory of your wardrobe and determine the repairs needed on the contents.
Techniques to use in Repairing Clothing --Mending .Repair or replacement of the damaged area in a garment. --Patching .Additional fabric adhered to worn area. --Darning .Broken yarns covered by new yarns anchored in the	Bring to class garments in need of repair. Discuss different techniques that can be used to repair that which was brought to class. Make a bulletin board on different techniques used to repair clothing. View a filmstrip on different techniques used to repair clothing.

fabric on either side of the tear.

Ahead-of-Time Repairs Can Eliminate Repair Problems

--Hem loose or visible on right side
.Re-hem garment.

--Dangling threads
.Bring threads to inside of garment and tie.

--Areas of stress
.Reinforce seams.

--Pockets, pleats, and plackets in areas of stress
.Reinforce with hand stitches.

--Knees, elbows, and seat of pants
.Reinforce with iron-on patches.

--Frayed or weak buttonholes
.Rework by hand or machine.

Methods Used to Mend Clothing

--Patching
.Covering a hole or tear with fabric or fitting a piece of fabric into the hole or tear

--Darning
.Using the grain line anchor new yarns in fabric on all sides of a hole or tear.

Factors to Consider before Mending a Garment

--Location and size of the tear or hole
--Shape of the area to be mended
--Fabric and its characteristics

Principles of Patching

--Cut patches on straight of grain and sew in place matching threads in fabric.
--Match fabric detail or design for the patch perfectly.
--Use fabric from the hem or facing for the patch to match perfectly.
--Preshrink patch material to prevent puckering after the patched garment is laundered.

Prepare a file of samples to address specific repair problems.

Interview older persons in the community about how clothing budgets were stretched and clothes use extended when economic conditions were a prime consideration. Share information with the class.

Write an article for the school or local newspaper on a topic such as preventive savings through clothing care or ways to extend clothes of times then and now. Organize a competitive writing effort through FHA.

View a demonstration on proper repair techniques for patching and/or darning.

Make a bulletin board on simple repairs for clothing.

Repair a piece of clothing using either patching or darning.

Arrange for a repair kit to be placed in the Home Economics department for school use.

Devise methods to replenish supplies.

Principles of Darning --Select thread that blends with garment. --Use a fine needle and short single thread. --Work from right side of fabric with no knots in thread. --Use small stitches to draw darning thread through fabric being careful not to draw thread too tight.	For an FHA Activity: Repair usable clothing for donation to a charitable agency for distribution. Demonstrate skill in machine and/or hand darning procedures.

RESOURCES

Textbooks

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Culp, B. Clothing care. College Station, Tx.: Texas A & M University Agricultural Extension Service, 1975.

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Mead, M. Care instructions. Urbana-Champaign, Ill.: University of Illinois Cooperative Extension Service.

ECONOMIC ASPECTS OF CLOTHING

TOPIC ENERGY NEEDS

SUB-TOPICS Factors Affecting Thermal Comfort While Using Clothing to Save Energy

Conserving Energy While Sewing

Effect of Energy on Future Wardrobes

OBJECTIVES *After reading selected references, followed by discussion in class, the student will be able to identify factors affecting thermal comfort.*

Following class discussion on methods of heat transfer, the student will be able to list the different ways to regulate internal temperature.

Given the factors which affect thermal comfort and the methods of heat transfer from the body, the student will be able to use clothing to save energy.

After reading selected references, followed by class discussion and activities, the student will be able to demonstrate ways to conserve energy via clothing wardrobes.

Having understood the effect of the rising cost of energy on synthetic fibers and appliances, the student will be able to select durable fabrics and clothing which will help save future energy.

CONTENT	STUDENT LEARNING ACTIVITIES
Relationship of Clothing to Energy --Clothes worn affect personal comfort and efficiency. --Clothing worn can affect household energy (air conditioning or heating).	Discuss reasons for dressing according to climatic conditions.
Methods of Heat Transfer --Conduction --Convection --Radiation --Evaporation	Explain the terms: conduction, convection, radiation, and evaporation. Discuss everyday-life examples of the methods of heat transfer.
Thermal Comfort --Feeling of satisfaction with the surrounding environment	Read references on factors affecting thermal comfort.
Factors Affecting Thermal Comfort --Physical activity	

--Environmental conditions --Clothing	Brainstorm ways through which the factors affect a person's thermal comfort.
Variation in Thermal Comfort --Feeling varies from one person to another	
Clothing Features vs. Transfer of Temperature --Fiber content --Fabric construction --Color --Clothing design and fit .Moderate draping .Size of neck and sleeve openings --Cleanliness --Finish --Layering inner wear --Accessories .Closed toe vs. open toe shoes	Discuss how special clothing features can help save energy. Calculate personal energy use for a selected period of time. Evaluate the effects of clothing on energy use.
Functions of Clothing --Breathability --Insulation --Protection	Brainstorm how factors affect heat escapes, insulation, and/or protection.
Approach to Energy Conservation --Proper selection of clothes --Layering of clothing to body --Study of current wardrobe to make wise choices	Discuss different ways one can dress to keep the body warm or cool. Review fabrics, styles, and accessories for men and women. Discuss the information sheet on "Energy Saving Clothing Tips at a Glance" (Appendix). Add any additional tips following class and/or home discussion.
Other Factors Affecting Energy --Clothing care --Shopping --Grooming habits --Recycling --Sewing by hand or machine	Review mail order shopping as it relates to energy conservation. Discuss ways to conserve energy in personal good grooming habits when using appliances. Review use, care, and storage of sewing equipment. Discuss how proper handling of sewing equipment will help conserve energy.
Keeping Cool --Design features of garment --Fabric loosely constructed --Water repelient garments breathe --Color --Type of garment .Skirt vs. pants --Layering .Sundress and jacket --Accessories to a minimum --Open shoes --Hats to shade the head	Prepare an exhibit using clothing items to illustrate the concept of keeping cool. Discuss how various clothing features can contribute to a cooling effect.

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Textbooks

Textile handbook (5th ed.). Washington, D. C.: American Home Economics Association, 1974.

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Filmstrip

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CLOTHING CARE

TOPIC HOME LAUNDERING

SUB-TOPIC Stain Removal

OBJECTIVES *Using information gained from the study of stain removal, the student will be able to explain the general rules for removing stains from a given fabric.*

Given samples of stain removal agents, the student will be able to classify stains and relate the stain removal agent needed ta the type of stain.

Given examples of stain removal products, the student will be able to summarize the advantages and disadvantages of using different products for removing stains from fibers and fabrics.

Using ideas gained from study of chlorine and powdered bleach, the student will be able to select and use the proper bleach for the selected fabric.

Given different types of stains on fabrics, the student will be albe to remove various types of stains from different fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
Categories of Stains --Water-based stains .Wet process (detergent and water) to remove stain --Oil-based stains .dry process (solvent or spot remover) to remove stain	Identify common stains and ways of removing the stain. Stain fabric samples that will require use of the wet process and some that will require the dry process. Treat appropriately for stain removal.
Information Needed Prior to Removing a Stain --Type of stain --Fiber content --Available cleaning agents --Treatment recommended for specific stain and fabric	Bring in clothing or prepare various samples of fabrics with stains. Identify fiber and stain. Determine method and materials to use on those identified.
Stain Removal Principles --Treat stains as soon as possible. --Learn correct procedures to use. --Repeat stain removal procedure several times.	Prepare a display on stain removal showing proper procedures to use.

Methods of Stain Removal

--Soaking in water for a washable garment
--Detergent spread over the stained area
--Bleaches added to wash water according to manufacturer's directions
--Solvents used to remove greasy stains prior to placing into water

Briefly discuss the principles of successfully removing stains from fabrics.

List precautions to observe when using stain removal products on different fabrics and discuss the results of not observing these precautions.

Discuss safety precautions given on the labels of stain removal supplies.

General Guidelines for Removing Stains

--Identify the stain.
--Treat stain as soon as possible.
--Select method of stain removal that will be safe for fabric and user.
--Mark location of the stain
--Use the gentler methods first.

List the general steps for removing stains.

Method of Making Stains Permanent in Fabric

--Delayed treatment of stain
--Using hot water
--Laundering fabric before pretreating stain
--Using wrong cleaner

Removing Stains--Wet Process

--Examples of stains
.Catsup
.Coffee, tea
.Grass
.Wine
.Mustard
.Urine
.Chocolate
.Ice cream
.Leather dye
.Milk
.Washable ink
.Soft drinks
.Blood

Collect samples of fabrics with a variety of stains. Test stains using name brand products and common household chemicals. Compare cost and effectiveness of the different products.

Removing Stains--Dry Process

--Examples of stains
.Candle wax
.Ballpoint ink
.Makeup
.Oil and grease
.Road oil and tar
.Printer's ink
.Wax shoe polish
.Typewriter ribbon

--Removal
.Soak stain in warm sudsy or cold water.
.Scrub the stain.
.Rinse stain thoroughly.

--Removal
.Place white paper towel under stained area.
.Saturate stain area with fluid.
.Rub stain lightly with fingertips.
.Remove towel.
.Wipe on outside edges of the spotted area using a piece of cheese cloth moistened with cleaning fluid.
.Allow fabric to dry.

Bleaches
--Chemical products
.Remove dirt and stains
.Make fabrics whiter
.Provide disinfectant action

Types of Laundry Bleaches
--Chlorine bleaches
.Sold in liquid form
.Less expensive
.Used for natural and synthetic fibers
--Oxygen bleaches
.Sold in powdered form
.Not as strong as chlorine bleaches
.Used for manufactured fiber

Compare the cost of the different types of bleaches.

Collect fabric samples. Place one drop of each type of bleach on samples. Note the effect of bleach on the samples.

Forms of Bleaches Available on the Market
--Powder
--Liquid
--Tablet

Prepare an exhibit showing the various forms for bleaches and types of fibers for which each is suitable.

Using Bleach in the Laundry
--Read instructions before using.
--Add to wash water.
--Use only on types of fibers recommended by manufacturer.

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Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 277-278.

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Stain removal guide. Newton, Ia.: The Maytag Company.

CLOTHING CARE

TOPIC COMMERCIAL CARE

SUB-TOPIC Laundering, Alteration/Repairs

OBJECTIVES *Following a discussion of services offered by a commercial laundry, the student will be able to name and briefly discuss the various services offered by a commercial facility.*

Upon completion of a study and tour of a commercial laundry service, the student will be able to recall the steps in the laundry process and compare the expenses involved in using a commercial laundry service vs. those involved in home laundering.

Given specific qualities of garments that have been through a laundering process, the student will be able to set up guidelines for judging garments that are laundered commercially.

CONTENT	STUDENT LEARNING ACTIVITIES
Services offered by Commercial Laundry --Washing --Drying --Pressing/ironing --Starching --Simple clothing repairs/ alterations --Water-repellency	Identify services offered by the local commercial laundry. Relate experiences of persons using services of a commercial laundry.
Expenses Involved in a Commercial Laundry Service --Cost of installation and maintenance of special laundry equipment --Utilities to operate the equipment --Supplies for laundering and packaging materials --Labor cost --Advertising --Physical plant --Office and administrative expenses	Request an opportunity to observe the laundry process in a commercial setting. Prepare a display showing the steps involved in laundering clothes commercially. Compare expenses incurred by a commercial laundry service vs. those of home laundering.
Effect of Expenses in Laundering --Quality of laundry service --Cost for the consumer	Cite reasons for cost of clothing care services by a commercial facility.

Quality Laundering Process --Retained shape --Ironed smoothly --Cleanliness --Finishes applied to specific areas --Appropriate service--hanger or folded	Set up guidelines for judging the quality of a good laundry process.
Alterations/Repairs Performed by Commercial Launderies --Fasteners --Split seams --Tears and rips --Zippers --Hem --Size adjustments	Investigate types of alterations/ repairs performed by the local laundry. Note cost and procedures for performing the tasks.

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 278-280.

Crowley, C. All about clothes. New York: Gregg Division, McGraw Hill Book Company, 1978, 53.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC PATTERN SELECTION

SUB-TOPIC Recycling Patterns

OBJECTIVE *Given information on interchanging pattern pieces, the student will be able to analyze a garment which has been constructed from a recycled pattern.*

CONTENT	STUDENT LEARNING ACTIVITIES
Recycling Patterns --Interchanging pattern pieces from pattern to pattern if they are the same size and type of a compatible design.	Explain the meaning of recycling patterns. Cite examples of recycling patterns.
Plan of Action for Recycling Patterns --Sort through patterns. --Be cognizant of current pattern styles and what is selling in ready-to-wear. --Retain patterns that are current and suitable. --Save patterns that have appealing details which could be updated. --Set aside patterns that you cannot use. --Set up a pattern exchange. --Make sure patterns are kept in good repair.	
Suggestions for Recycling Patterns --Bodies .Change shape of the neckline. .Remove collar or change shape and dimensions of the collar. .Design a new neckline treatment. .Create a yoke. .Convert a bodice into a jacket. .Add pocket, belt, or trim. --Skirt .Adjusting length to current fashion,	Using references, list basic suggestions for recycling patterns. Design a bulletin board on "Revitalize Your Patterns." Show how various pattern pieces can be redesigned to make the garment of your choice.

.Adding pockets or belts .Changing skirt design -pleat -flare -front or side button opening -yoke --Sleeves .Eliminate sleeves. .Change sleeve length. .Redesign lower edge of sleeves. .Change sleeve design. --Pants .Change length. .Add or reduce flare at side seams. .Add or subtract cuffs.	Practice using miniature patterns to make changes in bodice, skirt, sleeve, or pants. Show how to interchange pattern pieces from one pattern to another.
Suggestions for Interchanging Pattern Pieces --Always use the same pattern size and type. --Use pattern pieces from the same pattern company. --Make sure seam lines on pattern pieces match in length, at armholes, and on shoulder seams.	Evaluate a garment made from interchangeable pattern pieces.

RESOURCES

Textbooks

Recycling patterns. Morgantown, W.Va.: Cooperative Extension Service. West Virginia University Center for Extension and Continuing Education.

Recycling patterns. Ithaca, N.Y.: New York State College of Human Ecology, Cornell University.

Pattern selection. College Station, Tx.: Texas Agricultural Extension Service.

CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB-TOPIC Stripes

OBJECTIVES *Following a study of striped fabrics, the student will be able to identify kinds of stripes and list their distinguishing characteristics.*

After hearing a class discussion on stripes and pattern selection, the student will be able to select striped fabric suitable for a particular pattern.

Given specific pattern and striped fabric, the student will be able to correctly place pattern pieces on striped fabric.

Upon completing a discussion on sewing with stripes, the student will be able to outline steps to follow in constructing a garment made with a striped fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Types of Stripes --Balanced (even) .Repeats the same pattern, color, and width from left to right of the dominant stripe --Unbalanced (uneven) .Varies in pattern, color, and width	Look at samples of striped fabric. Identify the samples as to type.
Determining a Balanced or Unbalanced Stripe --Fold fabric lengthwise along grain with right sides together. Turn back one corner forming a right angle. .Even stripes meet on fold line and match in width, color, and sequence. .Uneven stripes do not meet on fold line or match in width, color, or sequence.	Observe a demonstration on how to differentiate between a balanced and an unbalanced stripe.
Selecting Striped Fabrics --Place emphasis on fabric design rather than pattern details --Draw stripe lines on pattern picture.	Collect pictures of garments made with striped fabric. Describe the effect of each. Judge fabric in relation to garment design.

Pattern Selection for Striped Fabrics --Select pattern with few pieces and simple lines. --Avoid curved lines. --Check pattern envelope to determine if it is recommended for striped fabric. .Cut collars on the fold. .Make A-line and gored skirts. .Cut sleeve in one with the bodice.	Examine swatches of striped fabric. Decide type of pattern to select for the different swatches.
Pattern Placement --Place pattern piece to match at seam lines rather than at cutting lines. --Make all alterations on pattern before placing on fabric. --Cut even stripes on double layers of fabric; cut uneven stripes on single layer of fabric.	Show how to place pattern on striped fabric by using either paper models or fabric.
Construction Techniques for Striped Fabric --Follow instructions given with pattern. --Slip-baste seams for perfect matching.	

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB-TOPIC Plaids--Identification, Selection

OBJECTIVES *Given information on plaids and viewing examples of plaid designs, the student will be able to identify kinds of plaid designs and list distinguishing characteristics.*

Following a class discussion on fabric and pattern selection using a plaid design, the student will be able to select a plaid fabric suitable for a particular pattern.

CONTENT	STUDENT LEARNING ACTIVITIES
Plaids --Fabric designs made of stripes crossing each other at right angles	Read references and define "plaid."
Repeat --Four sided area of a complete plaid design	Explain the meaning of "repeat."
Types of Plaids --Even plaid .Symmetrical--the design is the same in both lengthwise and crosswise directions. --Uneven plaid .Design will differ in the lengthwise or crosswise, or both directions	Read references on types of plaids. Collect samples, mount, and label as to type of plaid. Collect samples, mount, and label as to type of plaid.
Determining Whether Plaids are Even or Uneven --Find the dominant stripe in a fabric. --Fold stripe in half along its length, turning back a corner of the fabric to make a true bias fold. --Plaid is even if every line matches in both width and color at the fold. --Plaid is uneven if it doesn't match.	View examples of plaid fabric. Explain procedure used to determine whether the plaid is even or uneven. Using a chevron skirt, illustrate special effects created with plaids.

Rules for Selecting and Working with Plaid Fabrics --Select a fabric design in relation to the desired end-use. --Drape fabric on figure to get a better idea of how it will look. --Match plaids. --Make fabric selections from a bolt of fabric.	Cut pictures of plaid garments from a fashion magazine. Select plaid garment you like best and tell why you like the garment.
Pattern Selection for Plaids --Use a simple pattern with few seam lines. --Avoid curved seams or circular yokes. --Adhere to instructions on pattern e.g. "Not suitable for plaids."	Select fabric and pattern compatible for use with a plaid.
Estimating the Amount of Fabric to Buy --Locate and measure the design repeat of the plaid. --Count the number of major pieces (front, back, sleeves). --Add one extra repeat for each major pattern piece used.	Gather samples of plaid fabric with different widths of repeat design. Using a specific pattern, calculate the amount of extra fabric to buy for each design.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATION

SUB-TOPIC Plaids--Pattern Placement
Construction Techniques

OBJECTIVES *Following a discussion and demonstration on pattern placement for plaid designs, the student will be able to describe how a specific pattern must be placed on plaid fabrics.*

Given information on constructing a garment of plaid, the student will be able to relate characteristics of plaids to garment construction techniques.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting the Dominant Design in Fabric --Major vertical line should line up on center front, center back of garment, and center of the sleeves --Major horizontal line should lie near hem of the skirt, lower edge of the jacket, or yoke line	Using illustrations show how to place the major vertical or horizontal line in specific areas on a plaid garment.
Guidelines for Pattern Layout of Plaids --Do alterations on pattern before placing on the fabric. --Use a single layer of fabric when cutting plaids. --Select the best pattern layout. --Extend the lengthwise grainline arrow on pattern for easier measuring and matching. --Select and use dominant bar for center front, center back, and center of the sleeve. --Match plaids at the seam line. --Trace lines of the plaid onto the pattern tissue for matching. --Plaids may not match at shoulder seams, side seams,	Prepare the fabric and pattern for layout. Lay out pattern of a simple garment on plaid fabric according to the guidelines provided. Explain how notches of pattern are used to ensure matching of design lines. Examine a purchased garment made of plaid fabric. Determine if guidelines were used in laying pattern on plaid fabrics.

darts, at back armhole seamline, or in gathered area. --Match at center front and back seams, side seams, or front set-in sleeve. --Lines of the plaid should continue both horizontally and vertically. --Pockets, cuffs, and collars should match the plaid area they cover.	
Construction Techniques for Plaids --Follow directions on instruction sheet of pattern. --Slip-baste seams for perfect matching.	

RESOURCES

Textbooks

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 392.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FABRIC CONSIDERATIONS

SUB-TOPIC Napped and/or One-Way Designs

OBJECTIVES *Having read selected resources and viewed transparencies on napped fabrics, the student will be able to examine samples and determine the direction of nap in the fabric.*

Following the selection of a napped fabric for a specific project, the student will be able to determine the relationship of the napped and/or one-way design to garment construction.

After studying the pattern envelope and observing fabric layouts, the student will be able to figure yardage and determine yardage required for napped or one-way designs.

Given information on pattern layout for napped or one-way design fabrics, the student will be able to show proper methods to use in placing, cutting, and marking on these fabrics.

Using the information gained from a study of napped and/or one-way design fabric, the student will be able to use correct construction techniques in working with these special fabrics.

CONTENT	STUDENT LEARNING ACTIVITIES
<u>Fabrics with a Variable Lengthwise Effect</u> --Napped fabrics .Woven from short fibers with the ends brushed up to form a nap surface --One-way designs .Fabrics with printed designs with a definite top and bottom	Define nap. Examine samples of napped fabric to identify the nap. Determine how to lay a pattern. View two pieces of napped fabric placed so the nap runs in the opposite direction on each piece. Discuss the difference in appearance.
<u>Examples of Napped Fabrics</u> --Wool fleece, flannel, and broadcloth --Suede cloth --Cotton flannel --Corduroy --Velveteen	Collect samples of napped or one-way designs. Discuss methods of working with each.

Selecting Napped or One-Way Design Fabrics --Read labels for fiber content. --Determine care requirements. --Review wearing qualities.	
Determining Direction of Nap in Fabric --Hold opposite ends of the fabric to the light beside each other. --Fabric is darker and feels rough when the nap runs up. --Fabric is lighter and shinier when the nap runs down.	View transparencies illustrating proper pattern placement on napped fabrics. Cut two 3x6 inch samples from a napped fabric. Sew 5/8 inch seam on the longer side without any instructions. Look at sample and discuss differences in appearance of the ones stitched correctly and others. (Some samples will show a definite light and dark effect because students will not know how to sew napped fabrics.) Determine areas on a garment where this problem could arise.
Buying Fabric --Use yardage figure on back of pattern envelope for fabric with nap. --Try layout of pattern on paper.	Determine fabric yardage for napped or one-way designs. Using examples of pattern layouts on napped or one-way designs, determine and defend the layouts you select.
Placing, Cutting, Marking --Follow "with nap" layout or place all pieces with the nap running in the same direction. --Cut with sharp shears in same direction. --Mark as required by thickness of fabric.	Practice pattern layouts on napped or one-way design of fabric. Prepare a bulletin board or a display showing layout of pieces on a napped or one-way design fabric. Discuss the effect of light reflection on different fabrics
Construction Techniques --Cut notches larger because of raveling. --Cut facings from lighter-weight fabric or cut without a seam. --Finish hem edges by stitching ¼ inch from cut edge and pink or overcast. --Use longer machine stitch and reduce pressure on the presser foot. --Slash darts open and overcast --Grade seams when two layers of fabric are together.	Practice techniques using napped fabrics by making samples to illustrate the construction process.

--Open seams to cut down on bulk.

RESOURCES

Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FULLNESS

SUB-TOPIC Gathering and Shirring

OBJECTIVES *Given resources to study, the student will be able to explain the purpose of gathering and shirring in specific situations.*

Following a demonstration on gathering and shirring, the student will be able to describe the procedures used in gathering and shirring.

Using a gathering or shirring example, the student will be able to demonstrate the methods for fastening stitches at the end of gathering or shirring.

CONTENT	STUDENT LEARNING ACTIVITIES
Fullness in Garment Construction --Gathering --Shirring	Find an example of a garment with gathering or shirring.
Gathering --One or more lines of long stitches used to draw up excess fullness in fabric	
Shirring --Several rows of gathering with rows left visible on the exterior of garment for decoration	Observe clothes with gathering or shirring. Determine why this fullness is used in a garment.
Steps in Gathering or Shirring --Place first row of stitching on the seam line; second row, ¼ inch inside the seam line. --Secure one end of stitching by wrapping threads around a pin. --Pull gently on bobbin threads sliding fabric with hand. --Wind threads around pin for desired width.	Demonstrate how to gather or do shirring. Place samples in a reference file. Make samples of each. Show how to fasten stitches when using gathers or shirring.
Attaching a Gathered Edge to a Straight Edge --Divide the straight edge into four equal parts.	Demonstrate the attachment of a gathered edge to a straight edge. Review steps in process.

--Gather each section. --Stitch fabrics together with gathered edge on top.	

RESOURCES

Textbooks

Burns, M. & Bishop, E. Super sewing. Philadelphia, Pa.: J. B. Lippincott Company, 1974, 150-151.

Craig, H. Clothing--A comprehensive study. New York: J. B. Lippincott Company, 1973, 432.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FULLNESS

SUB-TOPIC Pleats

OBJECTIVES *After studying resource information on pleats, the student will be able to identify the kinds of pleats used in clothing construction.*

Given supplies and materials, the student will be able to show how to transfer pleat markings from pattern to fabric.

Given established criteria for making a pleat, the student will be able to demonstrate the stitching and pressing of pleats.

CONTENT	STUDENT LEARNING ACTIVITIES
Pleats --Folds of fabric of varying widths .Provide controlled fullness in a garment	Study references on pleats. Define and give function of pleats.
Kinds of Pleats --Knife pleats .Lap from right to left to cover the side placket --Box pleats .Two pleats turned away from each other --Inverted pleats .Two pleats turned toward each other	Collect examples of various kinds of pleats. Identify and briefly describe each kind of pleat.
Marking Pleats --Different colored threads to distinguish pleat lines	Read one of the selected references and report on methods used to transfer pleat markings.
Stitching Pleats --Work on right side of garment. --Lap fabric in direction indicated by pattern.	Make samples of different kinds of pleats.
Pressing Pleats --Press lightly over basting. --Remove basting and press again.	Practice pressing pleats. Defend the procedure of the practice.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC INTERFACINGS

SUB-TOPIC Function, Types, Selection

OBJECTIVES *Given resources to study, the student will be able to identify types of interfacing and give purposes for its use in certain areas in construction.*

After viewing garments with interfacing, the student will be able to determine areas that need to be interfaced.

Given examples of interfacing, the student will be able to identify and describe the characteristics of a woven and nonwoven interfacing.

Given advantages and disadvantages of different types of interfacing, the student will be able to select an appropriate interfacing to use for a specific garment fabric.

CONTENT	STUDENT LEARNING ACTIVITIES
Interfacing --Layer of fabric placed between the outer fabric of a garment and facing	Define interfacing.
Purposes of Interfacing --Add shape to specific areas of garment --Support details of styling --Add firmness and body to outer fabric --Keep loosely woven fabrics from stretching or sagging --Cushion bulky seams and hems --Add strength	Discuss reasons for using interfacing. Show garments made without interfacings in contrast to garments using interfacing.
Garment Areas that Use Interfacings --Collars --Cuffs --Necklines --Pockets --Buttons and buttonholes --Belts --Waistbands	Using a sample garment show where interfacings may be used.

Types of Interfacing
- --Woven
- --Nonwoven
- --Fusible

Study samples of interfacing fabrics.

Characteristics of Various Types of Interfacings
- --Woven
  - .Lengthwise and crosswise grain
  - .Cut on same grain as outer fabric
- --Nonwoven
  - .Web of fibers bonded together
  - .Lacks a grainline
  - .Retains shape
  - .Wrinkle resistant
  - .Does not fray
- --Fusible
  - .Woven
  - .Nonwoven
  - .Knit constructions
  - .Applied to outer fabric
    - -Heat
    - -Moisture
    - -Pressure

Make a poster with different types of interfacing and list the advantages of each type.

On a field trip to a fabric shop, view the types of interfacing to use for various types of fabrics.

Design checklist for selecting interfacings. Take it to a store and use when selecting interfacing for a project.

Determining Choice of Interfacing
- --Fashion fabric
- --Desired support

Buying Interfacing Fabrics
- --Width
- --Color
- --Fiber content
- --Fabric construction
- --Finish
- --Weight
- --Laundering qualities

Summarize factors to consider in choosing interfacing.

Apparel Fabric for Interfacing
- --Advantages
  - .Wide range of weights
  - .Wide range of colors
  - .Varying degrees of stiffness and flexibility
  - .Variety in thread count
- --Disadvantages
  - .Can crease or wrinkle
  - .May need ironing

List advantages and disadvantages of using apparel fabric, nonwovens, special woven fabrics, and fusible interfacings.

Select appropriate interfacing fabric for a specific project.

Give reasons for selection.

Nonwovens for Interfacing
- --Advantages
  - .No grainline

Prepare a bulletin board showing different types of interfacing to use with various fabrics.

.Can cut to advantage --Disadvantages .Difficult to shape .Limited colors .Hard to remove puckers and creases	
Fusible for Interfacing --Advantages .Good for special effects in small areas --Disadvantages .Adhesive backing may not hold .Expensive .Add stiffness	
Fabrics woven Especially for Interfacing --Advantages .Wide range of weights .Varying degrees of stiffness and flexibility --Disadvantages .Limited colors .Shrinking needed .Off-grain	

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC INTERFACINGS

SUB-TOPIC Cutting, Application, Evaluation

OBJECTIVES *After a study of selected resources, the student will be able to summarize cutting tips for interfacings.*

Using materials and equipment, the student will be able to show how to cut interfacing for a specific project.

After observing a demonstration using a fabric sample and one or more types of interfacing, the student will be able to apply one type of interfacing to a specific project.

Using established criteria, the student will be able to evaluate the application of an interfacing section for a specific area.

CONTENT	STUDENT LEARNING ACTIVITIES
Cutting Tips for Interfacing --Use pattern pieces designed for interfacing. --Use facing or garment piece. --Cut on bias for undercollars and hems.	
Method of Applying Interfacing --Stitching .Join pieces of interfacing. .Trim the points from interfacing corners. --Press-on .Attach by bonding with heat of iron.	Demonstrate methods used to attach interfacing to a garment. Determine method to use in applying interfacing to a project.
Principles of Applying Interfacing --Altered garment piece requires identical alteration of corresponding interfacing. --Overlap interfacing seam allowances and trim to reduce bulk. --Trim and grade seam allowances of interfacing. --Slash the center line, lap the stitching lines, and stitch darts.	Discuss principles of applying interfacing for specific problems.

--Cut the corner of a pointed collar before attaching the interfacing.	
Applying a Woven Interfacing --Cut interfacing according to pattern directions. --Baste the interfacing to wrong side of seam line. --Trim seam allowance close to stitching.	Apply a woven and/or fusible interfacing to a specific project.
Applying a Fusible Interfacing --Cut interfacing to desired shape and size --Trim seam allowance and corners. --Place coated side of the interfacing against wrong side of garment. --Press interfacing to the fabric.	
Evaluating an Interfaced Section on a Garment --Gives fashion and silhouette --Is cleaned or laundered as for fashion fabric --Adds strength --Gives support in areas of strain or stretching --Adds firmness and support --Stitches invisible on outside edges --Garment free from excess bulk at point of use	Evaluate the interfaced section of garment according to listed criteria.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC COLLARS

SUB-TOPIC Types, Application, Construction, Detachable

OBJECTIVES *Given a set of collars, the student will be able to identify the type of collar and where it may appropriately be used in garment construction.*

Given available resources to study, the student will be able to identify the characteristics of a well-made collar.

Given established criteria, the student will be able to give a complete analysis of collar construction.

Using available supplies and materials, the student will be able to demonstrate the construction of a collar with the degree of acceptable performance determined by an established score card.

Given information on decorative collars, the student will be able to explain the purpose of a detachable collar and to distinguish between the types used on garments.

CONTENT	STUDENT LEARNING ACTIVITIES
Collar --Two fabric layers sewed together --Usually interfaced	View a collar. Define terms. Identify collar parts.
Parts of a Collar --Upper collar .Top layer --Under collar .Bottom layer --Inner layer .Interfacing	
Types of Collars --Peter Pan Collar .Flat and round --Convertible collar .Pointed ends .Worn over a V-shaped neck --Mandarin collar .Narrow standing collar .1 inch to 1½ inches --Tie collar .Fits closely around the neck .Long ties for a bow or knot	Select, mount, and identify pictures containing different collar styles. Determine appropriateness for wearer.

--Turtle neck collar
.Wide, bias cut
.Standing collar
--Sailor collar
.Large square collar

Purposes of Applying a Collar
--Finish neck edge
--Emphasizes the face
--Decorative bodice/blouse

Characteristics of a Well-Made Collar
--Sharp-edge
--Well-pressed
--Upper collar rolls over seam edge
--Flat and smooth
--Both sides symmetrical
--Top stitching straight
--Sharp points

List on the chalkboard characteristics of a well-made collar.

Observe collars in class. Evaluate each collar according to selected characteristics.

Constructing a Collar
--Attach interfacing to upper collar.
--Stitch upper collar to under collar.
--Turn and grade seams.
--Clip curves.
--Press.

Identify steps in constructing a collar.

Demonstrate procedure for constructing a collar.

Grading
--Trimming one seam edge shorter than the other edge

Understitching
--Row of permanent machine stitching applied to under collar and seam allowances
.Function
-Preserve the invisible look on the outside

Applying a Collar
--Mark center front or back of collar.
--Match and pin center of collar to center of garment.
--Match the notches on the permanent neck edge.
--Clip neck edge to stitching.
--For neck facing, lay facing wrong side up on collar and fit in place.
--Pin in place.

Study pattern guide sheet on applying collar to a neck edge.

Demonstrate procedures for attaching collar and facing to a garment.

Evaluate the attachment of a collar using a specific score card.

--Stitch three layers together. --Clip curves. --Grade seam allowances. --Turn. --Understitch facing and inside collar seam together. --Press.	
Detachable Collars --Temporary attachment --Decorative overlay for garment	Determine purpose of adding a detachable collar to a specific garment.
Types of Detachable Collars --Collar placed on an existing collar --Collar placed inside a collarless neckline	View a detachable collar as used on a commercial garment.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SLEEVES

SUB-TOPICS Characteristics of Sleeve Types
Construction and Application

OBJECTIVES *Using information gained in class discussions on characteristics of well-made sleeves, the student will be able to evaluate the different sleeve types applied to garments.*

After observing a demonstration on sleeve construction, the student will be able to describe the techniques used to construct a sleeve in a given situation.

Given a sleeve and equipment, the student will be able to apply the sleeve to a specific sample.

CONTENT	STUDENT LEARNING ACTIVITIES
Characteristics of a Well-Made Set-In Sleeve --Sufficient ease in underarm and at the cap --Smooth rounded cap with no pleats or gathers unless they are a fashion feature --Good armhole line resulting from straight stitching and notched seams --Crosswise grain parallel to the floor --Lengthwise grain perpendicular to the floor	Observe the types of set-in sleeves on the resource sheet. List on the chalkboard specific characteristics of a well-made sleeve. Evaluate the construction and application of sleeves according to established criteria.
Constructing a One Piece Set-In Sleeve --Stay-stitch armhole edge of sleeve on seam line using a basting stitch between notches. --Make darts or gathers in elbow area. --Block sleeve hem before joining underarm. --Stitch underarm seam.	Discuss techniques used to construct and attach sleeves. Observe demonstration on steps in constructing the sleeve. Evaluate sleeve attachments in ready-to-wear.

Attaching a One Piece Set-In Sleeve --Match notches. --Press in fullness at cap. --Pin baste sleeve into garment matching notches and shoulder seam of garment to marking at top of sleeve. --Machine stitch with sleeve side up beginning at one of the notches and reinforcing the underarm area where there is stress. --Place armhole seam over a tailor's ham and press seam allowance into the sleeve cap.	Practice constructing and attaching a sleeve.
Classic Kimono Sleeve --Simple sleeve --T-shaped with a large opening	Study information sheet on the kimono sleeve.
Constructing the Kimono Sleeves --Sleeve seam is an extension of the bodice, .Seam must be reinforced. --After underarm seam is stitched, a piece of bias tape is stretched and stitched over the underarm seam, -OR- --Firmly woven narrow strip of tape is stitched at curve of underarm seam.	Demonstrate construction of a kimono sleeve.
Gusset --Triangular or diamond shaped wedge of bias fabric, sewn into a diagonal slash in the underarm area of the kimono sleeve --Allows a closer fit --Avoids drawing or pulling at the underarm --Lessens ripping of the upper sleeve seam	Demonstrate construction of gusset in a garment.
Raglan Sleeve Design --Form the kimono sleeve, by extending the sleeveline to the neckline	Study printed material on designs of the raglan sleeve. Select peer partners and quiz each other on the material.

Raglan Sleeve Construction --With right sides together, and with notches matched, stitch the sleeve to the front and back of garment. --Clip curves so seams lie flat --Press seams open. --Join the underarm and sleeve in one continuous seam.	

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC SLEEVES

SUB-TOPICS Finishes, Openings, Cuffs, Bands

OBJECTIVES *Utilizing available resources, the student will be able to identify and select suitable sleeve finishes for a selected item.*

Using information gained through the study of sleeve finishes, the student will be able to identify and describe the procedures used to prepare a sleeve opening.

Given supplies and equipment, the student will be able to prepare a selected sleeve opening.

Given supplies and equipment, the student will be able to demonstrate the application of a cuff or band to a sleeve edge.

CONTENT	STUDENT LEARNING ACTIVITIES
Sleeve Openings --Continuous lap opening .Applying a separate strip of fabric to raw edges of opening with small stitches. --Hemmed opening .Seam allowance turned and stitched --Faced opening .Piece of facing similar to a reinforcement patch applied the same as facing to a garment piece --Dart opening .Sewing a small dart which ends with the wide part about 2 inches above the edge of the sleeve	Observe sleeve openings in different types of cuffs. Identify type of opening used. Demonstrate how each type of sleeve opening is constructed. Construct and apply appropriate sleeve opening to a selected cuff example.
Two Basic Categories of Cuffs --Extended cuff .Separate piece of fabric attached to the bottom edge of a sleeve --Fold-up Cuff .Folding the fabric and holding it in position with	Identify examples of cuffs for class review. Determine the types of cuffs reviewed. Select and compile examples of sleeve openings and cuffs. Identify each illustration and tell when each can most appropriately be used.

small hand stitches or machine stitching

Three Types of Extended Cuffs
- --Buttoned cuffs
  - .Opening plackets closed with buttons or other fasteners
- --Barrel cuffs
  - .No opening
  - .Large enough to allow the hand to slip through easily
- --Fold-up cuffs
  - .Used at bottom edge of pants and sleeves
  - .Deep hem folded to the right side of the garment

Bands
- --Decorative accents
  - .Detail
  - .Contrast
  - .Fashion interest

Three Basic Types of Bands
- --Extended bands
  - .Extended parts of a garment that become a design feature
  - .Used at necklines or armholes
- --Placket bands
  - .Used on openings, necklines, and sleeves
- --Knit bands
  - .Finish the edges of knit garments
  - .Allow stretchability
  - .Give professional look

*Identify pieces of garments picked at random from within a covered carton. The game may be competitive, each correct answer having a set number of points. Place garment piece by the sign describing it.

Identify the three basic types of bands used on sleeves by using illustrations from magazines. Display best choices by individuals on bulletin board.

*Student learning activities for special needs students (esp. EMR's, LD's)

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC ZIPPERS

SUB-TOPICS Types, Selection, Application

OBJECTIVES *Following a discussion on zippers, the student will be able to identify the different kinds of zippers.*

After a study on zippers, the student will be able to select the correct kind of zipper for specific applications or uses.

Given samples of applied zippers, the student will be able to identify the various types of zipper applications.

Using a specific zipper application and the correct type of zipper, the student will be able to construct a sample application.

CONTENT	STUDENT LEARNING ACTIVITIES
Zipper --Closure consisting of interlocking coils or teeth, attached to tapes, and operated by a slider	
Kinds of Zippers --Conventional .Closed bottom --Separating .Open bottom (two sides come apart) --Invisible .Resembles an ordinary seam when closed .No stitching on right side of fabric	Survey stores in the community. Observe kinds of zippers available for use in garments.
Selecting a Zipper --Check pattern envelope for style length and use. --Match zipper color with fabric.	Cite factors to consider in selecting a zipper.
Styles of Zippers Used on Garments --Dress --Neck or skirt --Separating or jacket --Trouser	Label and display different styles of zippers used in construction. Identify composition and use.

Suggestions for Using Zippers in Garment

--Begin with 5/8 inch seam allowance.
--Preshrink zipper and fabric prior to application.
--Use a zipper foot for installation.

Consideration Prior to Zipper Application

--Weight of fabric
--Design of garment
--Convenience

Methods Used for Zipper Application

--Centered
.Ideal for heavy fabrics
.Reduces bulk in zipper area
.Suited for center back or front openings
--Lapped
.Ideal for light to medium weight fabrics
.Conceals zipper at back or side openings
.Reduces gapping at waistline
--Concealed
.Not visible from right side except pull tab
.Ideal for front applications
.Suitable for all fabrics except pile fabrics
--Hand
.Used for couturier finish
.Used on napped and pile fabrics, loosely knitted fabrics, and sheer fabrics
--Fly Front

Give examples of zipper applications most frequently used.

Summarize characteristics of each method of zipper application. Determine places most appropriate for each method.

Zipper Preparation

--Shrink zipper.
--Determine zipper length and opening.
--Baste seam.
--Clip basting.
--Use a zipper foot.
--Stitch from bottom to top.
--Keep zipper pull tab turned up for skirt and neck application.

Write a task analysis for zipper application.

Applying Zippers

--Centered

.Pin one side of opened zipper to one seam allowance and machine baste along coil.

.Pin other side of opened zipper to seam allowance and machine baste along coil.

.Close zipper.

.Spread garment flat.

.Stitch ½ inch on outside edge from bottom to top of zipper.

.Remove seam line basting and press placket.

--Lapped

.Machine stitch the right hand zipper tape to the right-hand seam allowance.

.Close zipper with the tab up Stitch along the fold created by the first row of stitching.

.Return zipper to face down position.

.Stitch other side along the guide and bottom of the zipper.

.Remove basting stitches to open seam.

--Invisible

.Machine baste stitching lines on each side of garment.

.Place zipper on right side of garment with tab down and coils on the stitching lines.

.Place coil in the invisible zipper foot and stitch from the top.

.With zipper open place and stitch other side of the zipper.

.Close zipper.

.About ¼ inch above the bottom of the zipper, stitch rest of seam closed.

--Fly Front

.Place opened zipper face down on right side of left

Display steps used in the different kinds of zipper applications. Explain why the procedure was outlined.

Describe the steps in applying zippers by the different methods.

Using the appropriate method, apply zipper to a selected project.

Construct examples of the different methods of zipper application.

fly extension and machine baste along tape guideline. .Close zipper and turn face up. .Stitch close to fabric through all layers. .Turn zipper face down over right fly extension with tab turned up; stitch along tape guideline through tape and fly extension. .Spread garment flat, wrong side up. Pin right fly extension to garment front. .Stitch along the baste-marked stitching line.	
Zipper Care --Press zipper area using a press cloth. --Keep zipper closed during washing and dry-cleaning. --Use a zipper lubricant to keep teeth operating.	
Evaluating Zipper Application --Concealed from top to bottom --Covered pull tab --Placket opens near end of the zipper teeth --Closed placket lies smoothly --Threads cut short and fastened at ends	Review criteria for evaluating zipper application. Using the criteria evaluate application of a zipper in a home constructed item or in a ready-to-wear item.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC FASTENERS

OBJECTIVES *After studying various references and viewing a display of fasteners, the student will be able to identify various types of fasteners.*

Following a study of fasteners, the student will be able to select the appropriate fastener for a specific closure.

After observing demonstrations on various fasteners and practicing on specific samples, the student will be able to make and apply a selected fastener for a project.

CONTENT	STUDENT LEARNING ACTIVITIES
Fasteners --Specific devices used alone or in combination to help close garments securely	Define the term fasteners.
Samples of Fasteners --Buttons and buttonholes --Hook and eyes --Snaps --Loops --Thread closures --Frogs --Nylon tape	Survey personal wardrobe. Explain the choice of fastener on garment. Arrange a display showing different fasteners used on garments. Prepare a reference file of different types of fasteners and tell where each could best be used.
Factors Affecting Selection of Fasteners --Function --Purpose of garment --Coordination with garment in color, weight, and size --Costs	Determine how one arrives at the choice for selection of a specific fastener.
Hooks and Eyes --Used at waistline and neckline --Strong --Wide range of sizes	Explain why sizes 00 and No. 4 hook and eyes are most often used; show examples.
Hooks --Stitched in place first for accurate measurement	Show placement of hook on garment piece for accurate overlapping of garment edges.

Types of Eyes
--Straight eye
.Used where garment edges overlap (e.g. skirt waistband)
--Round eye
.Used where two edges meet (e.g. Neckline)
--Thread eye
.Used in place of a purchased straight eye

Explain when and where different types of eyes may be placed in garment construction.

Prepare a reference file with hook and one type of eye. Indicate type of garment that could use this hook and eye.

Collect samples of hooks and eyes.

Snaps
--Designed to hold overlapping edges together
.Used where there is a minimal amount of strain

Discuss reasons for using snaps as a closure.

Snap Parts
--Ball half
--Socket half

Applying Snaps
--Place ball half of snap on underside of overlap.
--Overcast stitch through each hole.
--Mark position for socket half of snap.
.Overlap edges and push pin through ball of snap.
--Overcast stitch through each hole.

Demonstrate application of snaps.

Nylon Tape Fastener
--Strip faced with tiny hooks and the other with a pile fabric serving as the eye

Use for Nylon-Tape Fastener
--Loose-fitting garments
.Jacket fronts
.Belt overlap

Nylon Tape Application
--Machine stitch lower strip in place through all layers.
--Machine stitch upper strip through only one layer.
--Apply the upper strip by hand using a slip stitch through one layer of fabric and the lower strip by machine through all layers.

Explain different methods of applying nylon tape.

Attach to a fabric sample a nylon tape fastener using one of the demonstrated methods.

--Topstitch both strips through all fabric layers. Loops and Frogs --Fabric closures made of self-filled bias tubing, purchased braid or tubular material like the garment fabric	
Making tubing --Cut bias strips 1½ inches wide. --Fold in half lengthwise with right sides together. --Stitch ¼ inch from fold. --Using a loop turner, turn all tubing to right side by pulling seam allowance into tube.	Observe a demonstration on preparing tubing for loops or frogs. Prepare a sample of bias tubing.
Thread Closures --Made with the blanket stitch and a double thread Making a Thread Loop --Use several foundation stitches to accommodate the button or hook size. --Work blanket stitches closely over the entire length of the foundation threads.	Analyze use of thread closures. Show how to make a thread loop. Prepare a file sample of a thread loop.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TRIMS AND TAPES

SUB-TOPIC Types, Selection, Application

OBJECTIVES *Given information on trims and tapes, the student will be able to identify different trims and tape that will help to improve the appearance of an item.*

After placing examples of trims and tape on specific fabrics, the student will be able to explain reasons for the selections of a specific trim and/or tape.

Following a study of trim and/or tape application, the student will be able to identify the methods of applying trim or tape.

Following a demonstration on trims and/or tapes, the student will be able to apply trim and/or tape to a specific project.

CONTENT	STUDENT LEARNING ACTIVITIES
Trims --Nonessential decorative items --Complement garments if appropriately chosen and neatly applied Examples of Tapes and Trims --Rickrack --Seam binding --Braid --Bias tapes --Ribbon --Lace --Ruffles --Fringe --Appliques Role of Trims used with Garments --Functional .Reinforce and stabilize seams --Decorative .Add finishing touches to a garment Guidelines for Selecting Trims or Tapes --Purpose of tape or trim --Size and design of the project --Fabric .Color	Visit a fabric store to view trims which may be made or bought. Show garments or illustrations that depend on trimming for the major interest. Picture same garment with no trim. Discuss differences. Make a list of trims found in fabric store. Collect and mount pictures of different types of trim currently in fashion. Present a short demonstration illustrating how trims can change the appearance and appropriateness of different garments. Study pictures in magazines or pattern books and suggest trims appropriate for various garments. List do's and don't's for using trims. Construct a bulletin board on how clothes could be updated with trim.

.Weight
.Hand compatible with the tape or trim
--Pattern requirements
.Type
.Size (width)
.Yardage
--Care requirements
--Cost of trim in relation to cost of project
--Amount of trim

Methods of Applying Tape or Trim

--Flat method
.Baste trim in place with pins or basting stitches.
.Stitch in place.
-Used for rickrack, appliques, soutache, and braids

--Edging method
.Stitch trim to the garment along edge of the seam line.
.Finish edge by turning seam allowance to the inside.
-Used for pregathered lace, eyelet, piping, and fringe

--Inserted method
.Mark slash line and cut the fabric.
.Press edges along the slash to the wrong side of fabric.
.Place folded edges of the slash along trim and edgestitch through all thicknesses.
-Use with trims that have two unfinished edges.

Evaluating the Application of Trim or Tape

--Suitability for its use
--Neatness of application
--Achievement of desired effect
--Meets pattern requirements

Observe a demonstration on each method used to apply tape or trim.

Summarize steps in applying various trims.

Using scraps of material and trim, apply different types of trim and keep these samples for a reference file.

Make plans to update a previously purchased garment with trim.

Evaluate the trim used on a specific project or sample.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC POCKETS

SUB-TOPIC Types, Construction, Application

OBJECTIVES *Given resources to study, the student will be able to recognize the various pockets used in construction.*

Following a demonstration on construction of a pocket, the student will be able to construct a pocket for a given problem.

Using materials and supplies, the student will be able to apply one type of pocket to a specific project.

CONTENT	STUDENT LEARNING ACTIVITIES
Use of Pockets in Garment Construction --Convenience --Design purpose	Discuss the reasons for using pockets in garment construction.
Considerations for Placement of Pockets --Pattern design --Design principles --Shape and size of pockets --Number of pockets	Using illustrations of pockets, cite reasons for placement in each situation.
Types of Pockets --Patch pockets --In-seam pockets --Set-in pockets --Front hip pocket	Find and mount examples of garments which have various types of pockets. Identify each type.
Patch Pocket --Separate piece of fabric stitched to right side of garment	Describe the general procedure for constructing a patch pocket.
Constructing a Basic Patch Pocket --Turn the upper edge ¼ inch to inside and edge stitch. --Press top hem to outside. --Stitch on seam line all around the pocket. --For a square pocket, miter the corners.	Construct a sample of a patch pocket that is either square or round.

--For a round pocket, clip seam allowances to stitching.
--Turn hem to the inside.
--Press seam allowance along the stitching line.
--Top-stitch hem in place.

In-Seam Pocket
--Pocket placed inside garment usually at one of the side seams and invisible

Constructing and Applying an In-Seam Pocket
--With right sides together stitch with a 3/8 inch seam pocket pieces to front and back matching notches.
--Turn pocket pieces to the inside.
--Stitch the pocket together starting from the 3/8 inch seam and around the pocket.
--Press pocket to the inside and toward the front.
--Border top of pocket to the garment.

Observe demonstration on an in-seam pocket.

List steps in constructing and applying an in-seam pocket.

Construct and apply an in-seam pocket to a project.

Constructing a Front Hip Pocket
--With right sides together stitch pocket facing to garment.
--Trim seam and clip curve,
--Turn facing to inside and understitch.
--With right sides together stitch pocket to pocket facing on outer edge.
--Pin side edges of pocket to side of garment and top edge to garment.
--Stitch side seams of skirt.

Review procedure for making a front hip pocket.

Construct and apply a front hip pocket.

Set-In Pocket
--Pocket with special slash made somewhere in the garment for inserting the pocket

Examples of the Set-In Pocket
--Welt pocket
.Outside trim with pocket on inside of garment
.Mens' and boys' jackets

Illustrate garment with set-in pockets.

Make a sample of a set-in pocket.

--Bound pocket .Similar to a bound button-hole -Firmly woven -Medium-weight fabric --Flap pocket .Welt turns up .Flap turns down -Men and women's tailored garments	

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC BELTS

SUB-TOPIC Types, Selection, Construction

OBJECTIVES *Following a study of resources on belts, the students will be able to identify specific considerations for selecting belts.*

Given specific apparel or illustration, the student will be able to select an appropriate belt.

After observing a demonstration on belt making, the student will be able to explain the steps in making one type of belt.

CONTENT	STUDENT LEARNING ACTIVITIES
Function of Belts --Plain or fancy --Add final touch of beauty and style to a garment	Discuss value of belt used with garments in a historical collection of pictures.
Types of Belts --Tie belt --Covered or tailored belt --Corded belt	Identify the different types of belts. Find illustrations of different kinds of belts. Post for review by others.
Considerations for Selecting a Belt --Style of the garment --Personal size and figure --Purpose of belt with which the garment will be worn	
Construction a Covered Belt --Shape one end of belting. --Place belting on wrong side of fabric and stitch toward point on center of belting. --Stitch on edge away from the selvage. --Fold the fabric with right sides together along the stitched edge, and stitch around the points of the belting. --Trim the seam at point and turn belt with the seam enclosed.	Determine the characteristics of a covered belt.

--Fold the raw edge under the selvage and pin in place. --Top stitch the belt around edges.	
Steps in Making a Tie Belt --Press raw edges toward the wrong side. --Fold the belt in half lengthwise, with the wrong sides together, matching the edges. --Edgestitch through all layers all around (add a second row for the sporty look).	Observe a demonstration on making a tie belt. Construct a belt for a specific project

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC WAISTLINE FINISHES

SUB-TOPIC Identification and Selection

OBJECTIVES *Given resources to study, the student will be able to identify different waistline finishes.*

Given waist measurements and information on proportion of figure, the student will be able to analyze individual characteristics and determine a compatible waistline finish.

After studying references and viewing examples of waistline finishes, the student will be able to summarize factors to consider in selecting an appropriate personal waistline finish.

CONTENT	STUDENT LEARNING ACTIVITIES
Selecting a Waistline Finish --Function of the garment --Type of fabric --Available time --Sewing skills	Summarize factors to consider in selecting a waistline finish for a project.
Methods of Finishing Waistlines --Waistband --Facings --Casing	Find examples of the different types of waistline finishes.
Waistband --Narrow strip of fabric stitched onto the waistline	Explain the term "waistband."
Types of Waistbands --Straight .A straight strip of fabric that rests above the natural waistline --Contoured .A shaped strip of fabric that curves to fit the natural shape of the body	Show examples of waistbands. Determine reason for using selected waistline finishes.
Determining Width of a Waistline Finish --Composition material --Pattern style --Individual preference --Individual figure size	

Determining the Width and Length of a Waistband --Width .Add together twice the desired width plus two seam allowances of 5/8 inch each. --Length .Measure waistline and add 1 inch for ease. .Add an additional 3 inches for the seam allowances at the ends of the band and for the underlap.	Demonstrate how to measure for the length and width of the waistband.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC BUTTONHOLES AND BUTTONS

SUB-TOPIC Types, Selection, Application

OBJECTIVES *After reading selected references and viewing a selection of buttons, the student will be able to identify the basic types of buttons.*

Upon completing a discussion on buttonholes, the student will be able to select the appropriate types of buttonholes and determine correct placement on a specific project.

After observing a demonstration on making a buttonhole and sewing a button, the student will be able to make a buttonhole and sew a button by hand and/or machine.

CONTENT	STUDENT LEARNING ACTIVITIES
Button and Buttonhole --Used on garment openings Buttonhole Types --Worked .Hand .Machine --Fabric --Piped --Tailored Considerations for Positioning Buttonholes --Sex of the wearer --Position on garment --Type of garment --Buttonhole in relation to the bust, neckline, and waistline Determining Length and Placement of Buttonholes --Measure diameter of button. --Add measurement of diameter plus thickness of button. Pointers on Buttonholes --Buttonholes are made on the right side of women's garments and on the left side of men's garments. --Buttonholes are made on the horizontal grain and evenly spaced.	Discuss and bring illustrations to class showing the various locations of buttons and buttonholes on garments. Find examples of worked and bound buttonholes and compare the effect they give to the garment. Collect pictures of garments with bound buttonholes. Discuss and list rules to follow in positioning buttonholes. Show a woman's blouse and a man's shirt to demonstrate differences in placing buttons and buttonholes. Examine different sizes of buttons. Determine the diameter of various sizes.

--Horizontal buttonhole extends slightly (1/8") beyond the center front line. --Vertical buttonholes are suitable for use with small spaced buttons.	Determine the width necessary for a specific buttonhole. Demonstrate making of machine buttonholes vertically or horizontally.
Piped or Bound Buttonholes --Faced rectangle --Patch --Strip methods	Make a sample buttonhole. Explain the differences in the various methods of making bound buttonholes. Prepare a sample of one method.
Basic Types of Buttons --Sew-through buttons --Shank buttons	Explain the importance of pressing when making fabric, piped, or bound buttonholes.
General Guidelines for Placing Buttons --Use markings of the pattern. --Make buttonholes on correct side. --Place side with buttonholes over the other side of the garment. --Pin garment sections together. --Mark button placement by inserting a pin through the buttonhole 1/8 inch from the end of a horizontal or vertical buttonhole.	Demonstrate the steps for sewing on the sew-through and the shank button.
Sewing Buttons by Hand --Use a double knotted thread. --Place a pin or toothpick on top of button to provide a shank for the button.	Demonstrate sewing a button with a shank. Prepare a sample to be graded.
Sewing Buttons by Machine --Turn stitch length to "0" or set machine for no movement of fabric. --Place button with pin or toothpick on top, under the presser foot. --Set zig-zag width to hit eyes of the button and stitch.	Demonstrate how to sew a sew-through button. Observe demonstration on sewing buttons by machine.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Types--Identification

OBJECTIVES *After reading selected references and viewing sample garments, the student will be able to distinguish items.*

Following a study of tailored garments, the student will be able to determine the tailoring techniques appropriate for projects of individual choice.

CONTENT	STUDENT LEARNING ACTIVITIES
Tailoring --Process of stitching and shaping flat pieces of fabric into a garment Types of Tailoring --Custom tailoring .Added detail with much handwork --Dressmaker tailoring .Softer and fewer interfacings .Little taping .Use simple dressmaker methods Factors to Consider before Selecting a Tailoring Method --Talent --Time --Budget --Coping skills --Wardrobe planning needs Processes Unique to Tailoring --Special treatment of inner layers of fabric --Special shaping procedures --Special processes in construction of pockets, buttonholes, collars, or sleeves	Read references or view examples of tailored garments to explain the meaning of tailoring. Search for examples of garments that show the different types of tailoring. Summarize the differences. Visit a local business and look at patterns and/or garments on which tailoring techniques are used. Determine appropriateness of one of the garments according to factors discussed. Calculate total costs involved when tailoring a garment. Compare home vs. commercial tailored item. Prepare a display showing various tailoring processes.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Equipment

OBJECTIVES *After observing a presentation on tailoring equipment, the student will be able to name and summarize the function of various kinds of tailoring equipment.*

Following a lesson on use of tailoring equipment, the student will be able to show how to use various pieces of tailoring equipment.

Using references and doing personal shopping to analyze features, the student will be able to develop guidelines for selecting tailoring equipment.

CONTENT	STUDENT LEARNING ACTIVITIES
Equipment for Tailoring --Press cloth --Tailor's ham --Press mitt --Sleeve board --Tailor board --Pounding block --Seam roll --Tailor's chalk	Read selected references on tailoring equipment and its use. Display different kinds of equipment needed for tailoring. Describe and summarize the functions of each item of equipment needed for tailoring.
Analyzing Types of Tailoring Equipment --Features --Cost --Versatility of specific items	Collect information on various kinds of equipment. Prepare and give a report on findings. Make a comparative study of various brands of tailoring equipment. Note differences and similarities among the brands.
Uses for Tailoring Equipment --Pre-construction .Placing, cutting, marking --Hand sewing --Machine stitching --Pressing	Demonstrate use of various kinds of tailoring equipment.
Criteria for Selecting Tailoring Equipment --Cost --Versatility of item --Use in construction --Type of fabric used --Construction processes --Type of finish desired for garment	Using selected tailoring equipment for a specific situation, specify reasons for use in a given situation. Take a field trip to a fabric shop to study available equipment to use in tailoring.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Standards

OBJECTIVES *Following a study of tailored garments, the student will be able to describe the characteristics of a tailored garment.*

Provided with an example of a tailored garment, the student will be able to relate standards for a tailored garment.

After examining the fit of a tailored garment, the student will be able to set up standards of fit for a tailored garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Characteristics of a Tailored Garment --Properly interfaced to hold shape --Garment molded to retain shape --Collars and lapels lie flat or roll smoothly --Correctly pressed --Lining does not pull or interfere with outer fabric --Invisible hems	Discuss characteristics that classify a garment as tailored. Prepare a display of tailored garments showing specific characteristics of tailoring. Arrange an illustration of suitable patterns for a tailored garment. Point out features which meet criteria for a tailored garment.
Locate Standards for Judging Fit --Length and width measurements --Darts --Grainlines --Collars --Sleeves and shoulders --Pockets, flaps, and cuffs --Cuffs --Buttonholes and buttons --Hems	Set up standards for judging fit of tailored garments and/or component parts. Discuss meaning of ease and fit in a tailored garment. Evaluate a tailored garment to determine if standards set have been met.

RESOURCES

Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Fabric and Pattern

OBJECTIVES After consulting selected references on pattern and fabric selection, the student will be able to list factors that influence fabric and pattern selection for tailoring.

Using examples of tailored garments or by taking a field trip to view garments, the student will be able to perceive current trends that are used in tailored items.

Following a review of pattern catalogs and fabric samples, the student will be able to select a pattern and a fabric suitable for use in constructing a tailored item.

CONTENT	STUDENT LEARNING ACTIVITIES
Factors Influencing Pattern and Fabric Selection --Personal wardrobe needs --Personal budgets --Current fashion --Individual style --Design of pattern for fabric selected --Ability --Experience in construction	List factors to consider in selecting fabric for a tailored garment.
Choosing a Pattern for Tailoring --Characteristics of figure --Principles of line and design --Ease needed in various types of garments --Sewing ability	Review figure types and characteristics as related to tailored garments. Determine lines suitable for individual type of figure. Identify principles of good design. Collect illustrations of good and poor design. Discuss amount of ease to use in garments for tailoring.
Choosing a Tailored Garment --Compatible to figure --Harmonious to lifestyle --Agreeable in pattern and fabric --Cost-effective for the individual	Select a pattern appropriate for a tailoring project. Take field trip to a local store to review fabric and pattern choices available. Bring examples or pictures of tailored garments to class to note current styles in relation to pattern and fabric selected.
Fabrics Adaptable to Tailoring Techniques --Firmly woven --Pliable --Interesting surface texture --Medium weight	Trace the history of the tailored garment. Identify societal influence on the longevity of the style.

Fabrics for Tailoring --Wool and wool blends --Rayon --Cotton --Linen --Polyester	Examine fabric samples. Discuss handling required and adaptability to tailoring techniques.
Choosing Fabrics for Project --Ease of care --Durability --Resiliency --Fashion trends --Texture --Color --Occasion --Personal Qualities	Determine pattern, fabric, and notions suitable for tailoring. Study care problems related to fabrics for tailoring. Discuss possible solutions to problem and reasons for the decisions reached. Study and discuss the choice of various fabrics used in tailoring in relation to selected factors.

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Pre-Construction

OBJECTIVES *Given resources to study, the student will be able to describe the preliminary steps to cutting a tailored garment.*

Using materials and supplies, the student will be able to demonstrate correct procedures for cutting and marking a tailored garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Preliminary Steps in Cutting a Tailored Garment --Separate pattern pieces. --Prepare pattern and fabric. --Alter pattern for outer fabric. --Select correct layout. --Fold material for pattern placement. --Place pattern on fabric with the grainline. --Pin pattern to fabric. --Prepare interfacing and lining.	Read text and references on alteration of patterns for tailored garment. Demonstrate principles of pattern alteration for the tailored garment. Alter pattern and lining for a tailored project. Review basic principles in placing pattern for cutting.
Preparing Fabric for Pattern Placement --Straightening fabric .Edges even .Grain perfect --Pre-shrinking fabric .Steam press commercially .London method	Review procedures for straightening fabric. Study references to determine reason for pre-shrinking fabric. Demonstrate methods for pre-shrinking fabric, interfacing, and lining.
Cutting a Tailored Garment --Cut with grain --Cut with accuracy	Demonstrate procedures for cutting a selected project.
Marking the Tailored Garment --Tailor's tacks --Thread-basting: center front and buttonholes --Tailor's chalk --Dressmaker's carbon and tracing wheel	Study, discuss, and determine kinds of markings to use on each of the fabrics selected for the tailored garment.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Lining, Underlining, Interfacing

OBJECTIVES *Given information on support fabrics, the student will be able to identify the terms lining, underlining, and interfacing and explain the function of each in garment construction.*

After receiving instruction on fabrics suited for support in garments, the student will be able to identify and select fabrics for lining, underlining, or interfacing a specific project.

Following a study of support fabrics, the student will be able to identify methods used to line/underline or interface a project.

Using available supplies and materials, the student will be able to place, cut, and mark support fabrics for selected pattern pieces.

After viewing demonstrations on support fabrics in garment construction, the student will be able to perform specific applications.

CONTENT	STUDENT LEARNING ACTIVITIES
Lining --Duplicate garment made from suitable fabric --Completely assembled --Sewn into garment with wrong side of garment and lining adjacent to each other	Read selected references on meaning of lining and underlining.
Underlining --Specially selected fabric used to back parts of the garment not interfaced	
Interfacing --Layer of fabric placed between facing and surface fabric	
Purposes of Lining/Underlining Interfacing --Provide shape in construction areas --Reduce strain	Discuss reasons for using lining or underlining.

--Prevent distortion of garment fabric
--Add warmth to garment
--Provide finished inner-look

Appropriate Support Fabrics for Tailoring

--Lining
.Satin .Crepe
.Taffeta .Insulated fabrics
.Twill .Silk

--Underlining
.Organza .Acso
.Undercurrent .Siri
.SiBonne

--Interfacing
.Muslin .Nonwoven
.Hair Canvas .Iron-on

Placing, Marking, and Cutting Interfacing, Lining, Underlining

--Place on lengthwise grain or same grain as outer fabric.
--Cut from a separate pattern or from same piece as outer fabric.
--Transfer markings using
.Tracing paper and wheel.
.Basting thread, and
.Tailor's tacks or chalk.

Constructing and Applying Interfacing

--Trim interfacing diagonally across seam corners.
--Lap seam lines and stitch
--Pin to wrong or underside of garment piece.
--Machine stitch.
--Trim interfacing seam allowance close to stitching line.

Constructing and Applying Underlining

--Pin underlining fabric to wrong side of garment.
--Machine stitch underlining and outer fabric together.

Constructing and Applying Lining

--Mark, stay-stitch, and make darts in lining.
--Stitch and press lining of seams.
--Stitch lining and garment together, wrong sides together.

Make a display of support fabrics. Label the different fabrics and explain uses of each.

Using selected patterns for project, determine type of support fabrics to use.

View support fabrics used in commercially tailored garments.

Identify fabrics used for support. Discuss advantages and disadvantages of each.

Observe demonstrations on applying various types of support fabrics.

Apply support fabrics to a specific project.

RESOURCES

Textbooks

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Pressing

OBJECTIVES *After reading selected references on tailor pressing, the student will be able to summarize basic guidelines and techniques used for pressing.*

Using the pattern guide and the tailored garment sample, the student will be able to show parts that will need pressing.

After observing a demonstration on pressing equipment used in tailoring, the student will be able to demonstrate pressing techniques while constructing a tailored garment.

CONTENT	STUDENT LEARNING ACTIVITIES
Purpose of Pressing --Create and maintain garment shape .Form crease lines .Flatten edges .Restore texture	Review purpose for pressing during tailoring. Identify specific techniques associated with tailor pressing.
Basic Guidelines and Techniques for Tailor Pressing --Press on wrong side. --Use steam iron and press cloth. --Raise and lower iron on fabric (not pushing motion).	Review use of pressing equipment: needleboard, clapper, press mit, seam roll, pounding block and point presser, and tailor's ham. Study selected references on basic guidelines for pressing a tailored item. Demonstrate pressing techniques.
Requirements for Tailor Pressing --Moisture .Steam setting on iron .Dampened cheese cloth .Spray or steam spray of iron --Correct heat setting --Pressure	Discuss the basic requirements for pressing. Determine specific requirements for selected fabric. Using various tailoring fabrics, test the effects of heat, steam, and pressure on fabric.
Problems from Improper Pressing --Iron shine --Waterspotting --Impressions on the right side of fabric	Observe pressing techniques used on tailored garments. Point out areas of overpressing or those which need additional pressing.

Tailoring Processes that Require Pressing --Seams --Fullness .Darts .Pleats .Tucks --Collar .Lapel --Facing --Waistline seams --Fasteners .Zippers .Buttonholes --Sleeves --Hems	Using a tailored project, point out specific areas that require pressing.
Construction Pressing --Pressing as you sew --Seam pressing --Blocking specific areas .Create sharp, thin edges --Final pressing	List special techniques of pressing for a tailored project. Press construction details on a specific project.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Principles of Fitting

OBJECTIVES *Given information on fitting a tailored garment, the student will be able to summarize principles of good fit in a tailored garment.*

Using selected points on principles of good fit, the student will be able to assess the quality of fit of a specific tailored garment.

Following a demonstration on garment alterations, the student will be able to plan and make alterations necessary for a good fit in a specific tailored project.

CONTENT	STUDENT LEARNING ACTIVITIES
Principles of a Good Fit --Key lines on grain --Lines comform to body structure --Adequate ease --Balance	Explain fit.
Determine Fit of a Tailored Garment --Try on a fabric shell of the garment. --Compare pattern and body measurements. --Make a trial garment. --Use a corrected master pattern.	
Basic Alterations for a Tailored Garment --Length --Width --Dart Placement	Discuss type of alterations needed on pattern. Compare similarities and differences in alteration problems of tailored and non-tailored items.
Planning Alterations --Analysis of the problem .Length .Width .Dart Placement .Shoulder Shapes .Collar placement .Sleeve length and placement .Lining fit .Buttonhole and pocket placement	Evaluate a tailored garment. Discover fitting problems and suggest possible solutions.

General Rules for Altering --Width .Add or subtract ½ of desired amount on each edge. .Make identical alterations on all corresponding edges and/or pattern pieces. --Length .Add and trim desired amount from lower edge of pattern. .Make changes in body of pattern by inserting paper or by folding a tuck in the pattern.	View a demonstration on altering the pattern in length or width. Prepare a tailoring information bulletin for distribution at local stores or other appropriate outlets.

RESOURCES

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CLOTHING CONSTRUCTION SKILL DEVELOPMENT

TOPIC TAILORING

SUB-TOPIC Construction Techniques

OBJECTIVES *Upon completion of pattern study for a tailored garment, the student will be able to cite construction techniques required for the selected item.*

Following demonstrations on various tailoring techniques for a specific project, the student will be able to summarize steps used in the various construction processes.

Given case studies on construction processes for a tailored project, the student will be able to explain reasons for use of the techniques.

Using supplies and materials, the student will be able to demonstrate specific construction techniques in tailoring.

Analyzing tailored garments with specific construction techniques, the student will be able to determine the techniques suitable for a specific project.

After study and demonstration on specific techniques, the student will be able to apply these techniques in an applied construction activity.

CONTENT	STUDENT LEARNING ACTIVITIES
Construction Techniques in Tailoring --Tailor tacking --Underlining --Linings --Pad stitching --Bound Buttonholes --Weight application --Covered hooks and snaps --Interfacing --Special hand stitches --Vents, pleats	Study guide sheet of pattern. List construction techniques used in tailoring. Observe demonstrations on specific techniques. Summarize steps in tailoring processes.
Reasons for Using Special Tailored Techniques --Professional appearance --Mold to the contour of the body	Read about construction tailoring in selected literature. Select three reasons for using special techniques.

--Shaping --Quality product	Visit store, observe tailored garments, and note the use of special techniques.

RESOURCES

Textbooks

Burns, M. The tailored look. Philadelphia, Pa.: J. B. Lippincott Company, 1976, 22-44, 64-90, 94-109.

Hutton, J. Singer fashion tailoring. New York: The Singer Company, 1973, 34-56, 72, 117-142.

McDermott, I., Norris, J. & Nicholas, J. Homemaking for teen-agers: Book II (4th ed.). Peoria, Ill.: Chas. A. Bennett Company, 1976, 335-341.

New Simplicity sewing book. New York: Simplicity Pattern Company, 1979, 238-250.

Strum, M., Grieser, E., Lyle, D. & Roberts, J. Guide to modern clothing (3rd ed.). New York: Webster Division, McGraw-Hill Book Company, 1973, 500-507, 513-544.

Ready, set, sew. New York: Butterick Publishing Company, 1971, 295-307.

The Vogue sewing book (Rev. ed.). New York: Butterick Division, American Can Company, 1973, 356-369, 428-434.

Vanderhoff, M., Franck, L. & Campbell, L. Textiles for home and people. Lexington, Mass.: Ginn and Company, 1973, 397-398, 405-422.

Bulletins

Clark, K. Easy tailoring. Morgantown, W. Va.: West Virginia Cooperative Extension Service, 1980.

Custom and fusible tailoring. Stamford, Ct.: Coats & Clark, Inc.

Potter, G. D. Making a casual coat. Knoxville, Tn.: University of Tennessee Agricultural Extension Service, 1980.

Rader, H. Coats. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Rader, H. Tailoring. Knoxville, Tn.: University of Tennessee Agricultural Extension Service.

Speece, J. Tailoring touches. Lincoln, Neb.: University of Nebraska-Lincoln Cooperative Extension Service.

APPENDIX

SUPPLEMENTARY MATERIALS

Academic Media Center
University of North Dakota
Grand Forks, North Dakota 58202

How The Teenage Male Can Apply Line, Design, and Color to Clothing Choices - Slide tape presentation (80 slides + manual) that details the use of line, color, design, and proportion in creating visual impressions which will aid the teenage male to achieve the physical appearance he desires.

Bergwall Products, Inc.
839 Stewart Avenue
Garden City, N.Y. 11530

Filmstrips: Each filmstrip has an accompanying cassette plus a study guide with review questions.

930 Sewing Equipment 12-17 min.

1. Tools and Supplies
   - Measuring Tools
   - Using Cutting Tools
   - Marking Tools
   - Pins and Needles
   - Thread
   - Pressing Equipment
   - Notions

2. Sewing Machine (Singer)
   - Parts
   - Changing Needle
   - Threading
   - Bobbin Winding
   - Choosing Machine Needles
   - Machine Stitching--Testing Tension and Pressure

Pattern and Fabric 12-17 min.

1. Finding Your Figure Type
   - Figure Types Used by Pattern Companies
   - Taking Body Measurements
   - Finding Correct Pattern Size

2. Choosing Patterns and Fabrics
   - Measuring for Patterns
   - Pattern Selection
   - Reading and Interpreting Pattern Catalog and Envelope (front and back)
   - Natural and Synthetic Fabrics
   - Choosing Fabric
   - Determining Amount of Fabric to Buy
   - Matching Notions

934 How To Make a Blouse 11-12 min. (Simplicity Pattern #8293)

1. Preparing the Pattern and Fabric
   Reading Guide Sheet
   Pattern Symbols
   Measuring Pattern
   Altering Pattern
   Fabric Preparation--Shrinking, Folding, Pressing, Straightening
   Placing Pattern, Cutting, Marking

2. Sewing the Blouse
   Stay-Stitching — Reinforcing curves, clipping
   Pinning — Casing (sleeves, waistline)
   Facing — Hemming
   Seams

935 How To Make Pants 12-15 min. (Simplicity Pattern #7872)

1. Preparing the Pattern and Fabric
   Concepts are similar to blouse

2. Sewing the Pants (Men)
   Stay-Stitching
   Fly Front Zipper
   Pockets
   Back Yoke
   Seams--topstitching
   Waistband
   Belt Carriers
   Hem Buttons and Buttonholes

932 How To Make a Skirt 12-13 min. (Simplicity Pattern #8295)

1. Preparing the Pattern and Fabric
   Concepts are similar to blouse

2. How to Make a Skirt
   Stay-Stitching
   Darts, Gathers
   Pressing Darts
   Seams, Finishing
   Centered Zipper Application
   Waistband with Interfacing
   Fasteners (Hooks and Eyes)
   Hemming

933 How To Make a Shirt 14-19 min.

1. Preparing the Pattern and Fabric
   Concepts are Similar to Blouse

2. Sewing the Shirt (Men)
   Stay-Stitching
   Patch Pocket and Flap
   Yoke
   Shirt Collar
   Sleeve, Placket, Cuff
   Finishing Seams
   Hemming
   Buttons and Buttonholes

Career Aids, Inc.
8950 Lurline Ave., Dept F2
Chatsworth, CA 91311

Careers in Fashion - 35 color slides focus on three key areas--design/production, retailing and communications--and stresses skills transferable from one fashion occupation to another. Cassette and a printed commentary are included with the program.

Fashion: A Provocative Complexity--The filmstrip/cassette program presents a brief history of retailing. Information on the way we shop and the difference between style and fashion are discussed.

Clothing Care Series--Five filmstrips and accompanying cassettes on all phases of clothing care include:
- Teacher's Guide
- Laundromat
- Dry-Cleaning
- Laundry Products
- General Clothing Care
- Ironing

Color and You--Program on the use of color in selecting basic clothes and accessories. Kit contains one color fimstrip and cassette.

Learn-to-Sew Series--Cartoon filmstrip and cassettes are informative and highly motivating. Poster, Teacher's Guide, and Spirit Masters are included.

Let's Learn About Sewing--Sewing history, equipment, materials and supplies

Sewing a Beginner's Project--Step-by-step construction of a project

Spending Money on Clothes--Depicts management of a clothing budget in relation to the family

Sewing Clothes for Yourself--Basic sewing techniques

How to Dress Well Economically--Filmstrip and accompanying cassette aids the student to learn important tips on planning a coordinated wardrobe, when to buy, how to judge quality, and how to care for clothing.

Fit and Fashion--Filmstrip and cassette program discusses figure type, selection of pattern size, where and how much to adjust patterns, and how to make pattern adjustments.

Fashion and Textiles--Program covers interviews with professionals on the job and emphasize abilities necessary for success in the field of fashion and textiles--a good understanding of design, a familiarity with the market, a knowledge of fabrics, and a solid background in fashion technology. Three color filmstrips with accompanying cassettes are included with the program guide.

Plan Sewing and Handicrafts--Individualized course on basic sewing skills used in fashion topics include:

- Sewing Maching Operation
- Seams, Stitches, and Sewing Techniques
- Designing
- Patterns and Alterations
- Linings and Interfacings
- Decorative Finishing Touches

Make-up for the Natural Look--Program depicts value of good skin care and using make-up to enhance the natural look. A teacher's manual accompanies the filmstrip and cassette.

Coats and Clark, Inc.
Dept. P81
P. O. Box 1010
Toccoa, GA 30577

Basic Reference Leaflets

- Thread--Thread construction and principles of hand and machine sewing
- Zippers--Basic and special zipper installations as well as facings and finishing techniques
- Tapes and Trims--Casings, facings, and bindings
- Grain--Principles of grain in woven, knit, and nonwoven fabrics
- Marking--How to mark pattern symbols, marking methods, and equipment
- Seams and Seam Finishes--Instructions for seams and seam finishes plus handling special seams
- Hems--Preparing hem, hemming stitches, and special couture finishes

Mending--Patching, darning, replacing a zipper, turning collars and cuffs

Tailoring--Tailoring techniques for women's jackets and coats

Saving Energy--How to use clothing and textiles to save energy in different kinds of weather

Metrics for Clothing Construction--Teaching ideas for using metrics in sewing

Time Saving Sewing--Techniques and hints to help speed up your sewing

Sewing for Children--Techniques to use for garments for toddlers and pre-schoolers

Menswear I--Pants--Fly front zipper, back welt pocket, and waistband

Buttonholes--Instructions for bound, handworked, and machine-worked buttonholes

Let's Face It--Facing and interfacing techniques; interfacing resource chart

Denim--Seams, topstitching, and fly front and flat-fell zippers

Jersey Single Knits--Ribbing, binding, and exposed zippers

Lingerie--Selection of patterns and fabrics; special sewing and trimming techniques

Short Pile Fabrics--Techniques for corduroy, velveteen, and velvet

Sewing Today's Fabrics--Fake furs, double knits, sweater knits

Educational Dimensions Group
Box 126
Stamford, CT 06904

Filmstrip: Each filmstrip has an accompanying cassette plus a study guide with short quiz of contents.

408-Careers in Fashion Design--Part I Background--History of Fashion

408-Careers in Fashion Design--Part II--The Job

1065-Sewing Basics
Part I--Color and Fabrics
Part II--The Sewing Machine
Part III--Body Measurements, Pattern Study, Cutting and Making a Vest
Part IV--Fitting and Alterations

Homemaking Research Laboratories
Tony, WS 54563

Beginning Sewing Techniques--Packet contains lessons on sewing machine stitches, fastening threads, stay-stitching, lengthening and shortening patterns, marking and stitching darts, application of facing, hand stitches, seam finishes, and zippers. Packet contains student texts with illustrated exercises, student tests, and teacher's key to exercise and tests.

Individualized Instruction Units in Clothing--Units contain complete lesson plans on actual construction of a garment. Program includes a teacher's guide and key. Contract test sets for the program can be used with content.

Sew Your Own--Emphasis is placed on sewing techniques used by "Ready-to-Wear" manufacturers.

Whole Sewing Catalog--Step-by-step instructions on pattern and fabric selection, layout of material, cutting, marking, making seams, darts, pleats, tucks, gathers, pockets, buttonholes, hems, alterations, zippers, buttons, and more.

Sewing Know-Why--Student workbooks, teacher's manual, and reproduction of workbook sheets in wall chart form and masters for overhead transparencies. Covers concepts needed to learn to sew based on understanding fabric, pattern, sewing machine, and clothing construction.

Look Like Yourself and Love It--Guide to personal style contains information on projecting a successful image, changing handicaps to assets, avoiding future wardrobe mistakes, choosing complementary hairstyles, makeup, glasses, and understanding and valuing yourself and others.

Home Economics School Service
10,000 Culver Blvd., Dept 82
P O Box 802
Culver City, CA 90230-0802

Clothing--Two-part color filmstrip examines clothing from around the world, the functions of clothing, different materials used for clothing, the ways they are prepared, and how clothing is cared for. Cassette and teacher's guide comes with filmstrips.

Great Sewing Activities--Set of 50 spirit duplicating masters test students' knowledge of the sewing machine, fabrics, stitches, styles, patterns, seams, darts, mending, and sewing projects that include patterns.

Clothing and Fashion: A History--Filmstrips with accompanying cassettes show drawings of the costumes in vogue during history's major eras.

Fun with Sewing Vocabulary--Duplicating masters and reproducible pages focus on word games and quizzes in sewing and fashion vocabulary.

Try It On/Dress for Less--Kit centers on high interest/low reading level reader and an accompanying work text dealing with buying clothing and related practical consumer concerns. The kit also contains a read-along cassette and two guides.

Crossword Puzzles for Textiles and Clothing--Book contains 18 puzzles which can be reproduced by any photographic process.

Consumer Clothing--Packet contains 20 activities designed to help students improve skills in clothing value, clothing care and repair, and sewing machine safety and operation. Project contracts and evaluation sheets are included in packet.

Crossroads 3: Fashion and Textiles--Three color filmstrips with cassettes present basic skills needed for careers in the area. Two of the filmstrips examine in-depth careers as fashion editor and manager of a retail outlet. Guide and 36 duplicating masters are included in the media kit.

Maclean Hunter Learning Resources
708 Third Avenue
New York, NY 10017

Butterick Sewing Series

A Trip to the Fabric Store

Get Set to Sew--Demonstrates how to make pattern adjustments, lay out a pattern, and cut and mark fabrics accurately.

Planning to Sew--Program teaches students how to evaluate their wardrobe needs, select projects that fit their lifestyles, personalities, and budgets, and determine their body types and pattern sizes.

Starting to Sew--Review of the sewing machine and basic sewing techniques are given.

Taking Shape-- Techniques presented are easing, gathering, using interfacing, grading, trimming, clipping and notching.

Finishing Touches--Program teaches about hems, closures, and trims.

Each of the series contains two filmstrips, duplicating masters, educator's guide, and wall charts.

See and Sew Transparency Series

Get Ready to Sew--Lessons on Know Yourself, Pattern Envelope, Consumer Decisions, Natural Fibers, Man-Made Fibers, Labeling, Sewing Notions and Equipment

Get Perfect Fit--Lessons on Measuring, Figure Types, Flat Pattern Adjustments, Circumference Adjustments, Front and Back Adjustments, Neckline to Shoulder, Sleeve and Armhole, Fitting Pants, and Fit as You Sew

Get Set to Sew--Topics included are Instruction Sheet, Pattern Symbols, Pattern Layout, Cutting and Marking, Language of Shaping, Machine Stitching, and Pressing

Sew I--Covers Seams, Curves and Corners, Seam Finishes, Darts, Facings, Zippers and Zipper Feet, Invisible Zippers, Conventional Zippers, Snaps and Hooks, Waistbands

Sew II--Topics include Shaping, Collars, Sleeves, Sleeve Finishes, Buttons and Buttonholes, Bound Buttonholes, Gatherings and Casings, and Pockets

Menswear I--Topics covered are You and Your Clothes, Pattern Envelope, Notions, Measuring, Flat Pattern Adjustments, Pattern Symbols, Instruction Sheets, Pattern Layout, Cutting and Marking, Shaping and Machine Stitching

Menswear II--Topics include Bands and Yokes, Banded Collars, Plackets and Pockets, Machine Buttonholes, Sleeves, Fly-front Zippers, Waistbands, Cuffs, and Hems

Quick and Easy Sewing Transparencies--Sewing information contains 76 transparencies divided into subject areas with instruction sheets

Clothing Communicates--Filmstrip designed to help students understand how clothing reflects one's personality and society's tranditions and attitudes

Making Clothing Choices--Filmstrip demonstrates how to apply the elements and principles of clothing design to student's individual needs

Planning Your Wardrobe--Filmstrip shows how to plan and develop a wardrobe that suits one's lifestyle and budget

Spending Your Clothing Dollars--Filmstrip teaches one how to shop and care for clothing intelligently by comparison shopping, credit, and proper cleaning and storing

Careers in Fashion Design and Manufacturing--Shows students what they can expect from a career in fashion design or manufacturing; two filmstrips, duplicating masters, wall chart and educator's guide

Careers in Fashion Merchandising and Promotion--Filmstrips introduce students to the opportunities available in the fashion merchandising and promotion fields. Program contains duplicating masters, wall chart, and educator's guide

At Home with Textiles--Filmstrip contains information on the construction and uses of textiles. Program contains duplicating masters, wall chart, and educator's guide

Living Color--Filmstrip discusses color terminology and explains basic color schemes. Duplicating masters, wall chart, and educator's guide are included with program

Basic Concepts in Clothing--Topics covered are fad and fashion, elements of fashion design, basic clothing construction, and how to plan, purchase, and maintain a wardrobe. Program has four filmstrips, duplicating masters, transparencies and educator's guide

Discovering Fibers and Fabrics--Filmstrips explore fibers, steps in fabric production, qualities of different fabrics, the reasons for blends, and the effects of finishes on a fabric's performance

Sewing to Fit--Review of making accurate body measurements and analysis of one's body structure

American Man: 200 Years of Authentic Fashion--Story of how events and attitudes of each era have been relected in men's clothing. Kit contains two filmstrips

American Woman: 200 Years of Authentic Fashion--Depicts for students how women's fashion has been influenced by historical events. Program has two filmstrips, wall chart, and educator's guide

The Butterick Fabric Handbook--Complete source book for fabric selection and care

The McCall Pattern Company
P. O. Box 9119
Manhattan, KS 65502

Filmstrips

Fabric Fashion Forecast

McCall's Custom Method of Sewing--Color filmstrips detailing steps in garment construction

- Begin With the Pattern
- Start to Sew
- Facing a Neckline
- Making a Bound Buttonhole
- Setting in a Sleeve
- Applying a Waistband
- Hemming a Skirt
- Handling Plaids and Stripes
- Figure Your Size

Historical Highlights and Contemporary Clothes

Birth of a Pattern--Color filmstrip showing how a pattern is made; includes career information in the pattern industry

How to Make It in Fun Fur--Filmstrip details instructions for sewing with fake fur

McCall's Custom Method of Tailoring--Two filmstrips with instruction commentary on step-by-step process in jacket or coat construction

Leaflets

Guide for Color Study, Revised
Color and You
Careers in the Pattern Industry
Know Before You Sew
Knit Novelties--Information/activity sheets dealing with characteristics and handling of special knits
Border Print Basics--Innovative use of classic and new border prints
Quilteds--Quite Easy--Design selection, layout hints, and special constructions

Booklets

The Creative Art of Tailoring--Techniques for tailoring a coat or jacket
Elementary Pattern Adjustments--Quick guide to making basic pattern adjustments for perfect fit
Careers--Information about various jobs in home economics field
How to Fit Book--Sewing tips and how to's for solving fitting problems

Charts

Line-wise--Principles of optical illusions
Female Figure Types--Male Figure Types--Body measurements in customary units and metric units. Tips for determining pattern size and how to take measurements
Color Wheel--Charts with color discs illustrating how to teach color step by step
Optical Illustion Posters--Line art illustrating simple optical illusions and how they are used in fashion
All Basics Chart of Sewing--Wall flip chart consisting of fundamental sewing constructions and terms
Fabric Conversion Charts

Man-Made Fiber Producers Association, Inc.
1150 17th Street, N.W.
Washington, D.C. 20036

Man-Made Fibers--History of man-made fibers, types, production, and the combining of fibers to make fabrics

Nasco
901 Jamesville Ave.
Fort Atkinson, WS 53538

GAMES

Wheel of Fabrics, Fibers and Finishes--Fabric selection and care

Clothing Styles--Terminology used in fashion ads and pattern descriptions

Sewing Tools--Students become aware of different kinds of sewing tools

Good Grooming Game--Good grooming practices

Yardbird--Game teaches students to purchase the proper amount of yardage for sewing projects

Fashions from the Past--Game designed for increasing fashion vocabulary

Teaching Packet for Fabric Recycling--Student guide, study questions, and work plan for fabric recycling

Activities for Clothing Classes--Activities include crosswords on sewing tools, sewing machine parts, identification of different types of sleeves, collars, necklines, spelling tricky sewing words, pattern envelope information, and fabrics

Grooming and Personal Development--Ten puzzles designed for boys on manners, personality, posture, grooming, careers, makeup, and skin care

Nasco Fabric Files--Files designed to teach composition and characteristics of the different fabrics

Sewing Instruction Folders--Developed for knit fabrics. Folders contain printed instructions, and examples of sewing methods are included. Topics are patch pockets, seams and seam finishes, elastic waistband, stay-stitching, hem finishes, interfacings, zippers, and linings.

Nasco Clothing Construction Folders--Discusses techniques to use for zippers, seams and seam finishes, buttonholes, hems, gussets, bias, set-in sleeves, plain cuffs, mitering, pockets, and tailoring tips. Folders contain detailed directions in each folder, and actual samples of sewing methods are attached to inside of the folders.

Nasco Plaid Kit--Transparencies of plaids plus fabric samples of different kinds of plaids with description of characteristics

Nasco Interfacing Kit--Samples of interfacing fabrics and an overhead projector transparency

Nasco Lining Kit--Collection of lining fabrics with characteristics, uses, and fiber content

Neckline Sampling Kit--Kit includes 10 neckline samples, student booklets and exercise sheets, and a teacher's guide

Color Kit--Kit contains materials for color schemes; color vocabulary; color wheel; and color in relationship to one's likes, dislikes, personality, body shape, complexion, hair, and eyes. Teacher's manual, 12 color collars, student workbooks and tests, and two color wheel posters come with the kit.

Nasco Sewing Transparencies

- Equipment for Sewing
- Measuring for Pattern Selection
- Figure and Fit
- Pattern Study
- When You Shop for Fabric
- Use of Interfacing
- Understanding the Grain of Fabric
- Making Fabric Grain Perfect/Preparation of Fabric for Sewing
- Pattern Layout
- Methods of Marking Fabric
- Finishes for a Plain Seam
- Seam Variations
- Basic Hand Stitches
- Stitching and Finishing Darts
- Directional Stitching/Stay Stitching
- Pressing Techniques
- Application of a Lapped Zipper
- Application of Slot Seam Zipper
- Waistband Construction and Application
- Clipping and Notching--Removing Bulk from Seams
- Dressmaker Collar Construction
- Application of Fitted Neckline and Armseye Facings
- Construction of Bound Buttonholes
- Construction of Machine Made Buttonholes
- Understitching
- Hem Finishes/Hem Stitches
- Hems for Flared and Circular Skirts
- Understanding Bias
- Vocabulary of Sewing Terms
- Proper Hem Measurements
- Applying Grippers
- Select the Best Fasteners
- Making Covered Buttons
- Fabric Structures--Four Basic Weaves
- Fitting Pants

Care of Hands and Nails--Slide set program teaches student how to care for hands, nails, and feet.

Pellon Corporation
Education Department
119 W. 40th Street
New York, NY 10018

Interfacing: What, Why, Where, How--The program describes the importance of interfacing, why interfacing is used in a garment, when and where to use a sew-in or fusible interfacing, and how to select an interfacing according to styling of garment. Kit contains a color filmstrip, tape cassette, teacher's guide with duplicating masters, Pick-a-Pellon Guide Sheet, Swatch Pad of interfacings, and a poster.

Sears, Roebuck and Co.
Sears Tower
Chicago, IL 60684

Booklets

Selecting Fashions--Emphasizes style, figure types, fit, workmanship, and coordination of the mature woman

Selecting Teen Fashions--Considers how to build a wardrobe for teen girls with fashion, fit, and quality

Young Men's Clothing--Tells how clothing communicates with emphasis on vocabulary, care, coordination, buymanship, and fibers

How to Select Infants' and Children's Clothing--Discusses the clothing requirements of children from birth through age five with emphasis on design, fit, and growth features

A Cash Buying Plan for Children's Clothes--Guide to the planning and management of limited resources for children's clothing with a step-by-step clothing budget, buying plan, and buying chart

Sears Color Wheel--A 21-inch color wheel illustrating different hues. Guide is enclosed to help assemble and use color wheel to build color schemes and apply color principles

Sears Fabricare Manual--Features seven swatches of most commonly used fabrics with extensive care information for each

The Basics: Clothing and Accessories--Basics of men's clothing defined and illustrated in the 80-frame filmstrip with cassette narration and study guide

The Basics: Sportswear--80-frame filmstrip with cassette narration and study guide covers sportswear separates, fabrics, outerwear and current style trends

Simplicity Pattern Co.
901 Wayne Street
Niles, MI 49121

Leaflets and Booklets

Simple Pattern Adjustments
Pressing Pointers
Fashion Smarts
Sewing Shortcuts
Say it with Stitches
Simplicity's Mini Dictionary
Fabric-Wise Shopping
Knit Know-How
All About Plaids
Fabric Makes the Fashion
Metric's Sew Easy
Sewing on Your Own
Measure Up
What Pattern Size Am I?
Napped Fabric Know-How
A Fuss-Free Guide to Fitting Pants
"How to Sew" Lesson Set
Sewing is Fun and Easy with a Simplicity Pattern
Find Your Size Wall Chart
Fashion It
Sewing Sheers and Laces
Sewing Quilted Fabrics
Napped Fabrics

The Soap and Detertent Association
475 Park Avenue South
New York, NY 10016

Measuring Your Way to a Better Wash--Booklet describes how much laundry detergent to use.

Soaps and Detergents--Information about cleaning products--ingredients, how they are made, how they work, and the various kinds of products available to the consumer

Society for Visual Education
Department LP
1345 Diversey Parkway
Chicago, IL 60614

Getting a Job--Program of filmstrips, cassettes, teacher's manual, and 25 skill extenders include the following titles: Making a Career Decision, Preparing to Hold a Job, Looking for a Job, and The Job Interview.

Advancing on the Job--Set of filmstrips, cassettes, teacher's manual, and 25 skill extenders has the following titles: Job Success, Developing Good Work Habits, Evaluating Your Work Performance, and Advancing on the Job.

Good Grooming--Complete good grooming program includes filmstrips with cassettes and teacher's manual. Titles included are Looking Good, Feeling Good; Diet and Exercise; Skin Care and Hair Care; Choosing Your Own Style.

Understanding Your Sewing Machine--Program of filmstrips and cassettes along with teacher's manual include these titles: What Makes Your Sewing Machine Sew; Taking Care of Your Sewing Machine; Corrective Maintenance on Your Sewing Machine; and Easy Solutions to Sewing Difficulties.

Teaching Aids Incorporated
P.O. Box 1798
Costa Mesa, CA 92626-0798

Fundamental of Sewing Knits--Filmstrip titles included are: Round Neck Knit Tops, "V" Neck Knit Tops, Slacks and Shorts, Swimwear, Cardigan, and Alpaca Sweaters. Teacher's manual is included with materials.

Fundamentals of Sewing: Woven Fabrics--Eight filmstrips with accompanying teacher's manual include the following titles: Equipment and Supplies, Fabric Structure; Sewing Terms, Preparation, Triangle Scarf; Construction of a Jumper--Part 1; Construction of a Jumper--Part 2; Construction of a Jumper-Part 3; Construction of a shirtdress--Part 1; Construction of a shirtdress--Part 2; and Construction of a shirtdress--Part 3.

How to Make a Skirt

Preparing the Pattern and Fabric--Cassette and filmstrip shows how to read a pattern guidesheet, how to understand pattern markings, and how to lengthen or shorten a pattern.

Sewing the Skirt--Filmstrip shows how to make a skirt with gathers in the front, darts in the back, and a zipper.

Study guide and cassette come with the filmstrip.

Clothing: Age Cycles and Choices--Function and age cycles; cost, style, quality and planning. Twelve transparencies, 16 duplicating masters, and a teacher's guide are included in the program.

The Psychology of Fashion--Filmstrip explores the world of fashion and how it affects personality. Cassette and teacher's guide are included.

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, MO 63011

Clothing Construction Film Loops--Set of 24 includes Preliminary Techniques, Basic Sewing Techniques, Advanced Sewing Techniques. Each film is four minutes in length, comes with a guide, and illustrates the techniques used to solve the problems encountered in learning to sew.

Guide to Modern Clothing Transparencies--11 Color transparencies on line and color in clothes and another set that contains nine visuals on Design in Clothes. The transparencies contain acetate sheets, front matter, and Teacher's Guide Notes.

Westinghouse Learning Corporation
5005 West 110th Street
Oak Lawn, IL 60453

Plan Sewing and Handicrafts--Individualized activity program that includes the following topics: sewing machine operation, patterns and alterations, seams, stitches and sewing techniques, linings and interfacings, designing, decorative finishing touches. Kit contains student progress books, teacher's guide, test card set, and answer pads, daily progress wall chart, duplicating masters, and teacher planning forms.